

RÉPUBLIQUE DE CÔTE D'IVOIRE
MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE SCIENTIFIQUE

**Université Alassane Ouattara
de Bouaké**



Centre de Formation Continue



**MÉMOIRE DE
MASTER
MENTION : ANGLAIS**
Spécialité : Didactique de l'Anglais

**COMPETENCY-BASED ENGLISH LANGUAGE TEACHING
AND THE ORAL PERFORMANCE OF 3ÈME STUDENTS AT
COLLÈGE MODERNE OF GUIEMBÉ.**

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ANNÉE ACADÉMIQUE : 2020-2021

To

My Late Mother **Sekongo Nouloho**, my Father **Soro Folougo** and all
the members of my family

ACKNOWLEDGEMENTS

I express my gratitude to my supervisor, Professor DAHIGO Guézé Habraham Aimé, who was the shelter that covered and support this research study and to Dr Soro Siéllé, for his availability, his valuable suggestions and pieces of advice.

My special thanks go to the Head of the English department; Professor. Vamara Koné and His staff for the opportunity they give me to achieve this research.

I express my gratitude to Professor TOH Zorobi Philippe for the valuable examination of the work and the precious guidance.

I am grateful to Dr Kouamé Koaténin, Dr Traoré Sourou and Dr Kouassi Théodore for their help and encouragements.

I am grateful and indebted to my elder brother Dr Soro Adama and his wife Soro Lydie for their help, their support. And to all the members of my family.

I am grateful to my brother Dr Soro Pogniré Logozanni for the precious advice.

My special thanks go to the teachers and staff of Collège Moderne of Guiembé namely Mr. Dosso Issiaka (The principal of C.M.G), Mr Tuo Yalamoussa Drissa (The responsible of the English teaching Council of C.M.G), Mr Drissa Komenan (English Teacher) who have been helping me in accessing the needed information and the target population.

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LIST OF ABBREVIATIONS

APC : Approche Par Compétence

APFC : Antenne de la Pédagogie et de la Formation Continue

BEPC : Brevet d'Étude du Premier Cycle

BIE : Bureau International de l'Éducation de l'UNESCO

BIEF : Bureau International de l'Éducation de la Francophonie

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBI: Competency-Based Instruction

CBLT: Competency-Based Language Teaching

CLT : Communicative Language Teaching

CMG : Collège Moderne de Guiembé

COVID-19 : Corona Virus Disease (2019)

CUDC : Chaire UNESCO de Développement Curriculaire

DPFC : Direction de la Pédagogie et de la Formation Continue

DREN-A : Direction Régionale de l'Éducation Nationale et de l'Alphabétisation

EFL : English Foreign Language

EGENA : États généraux de l'Éducation Nationale et de l'Alphabétisation

MEN-A : Ministère de l'Éducation Nationale et de l'Alphabétisation

OBA: Objective-Based Approach

OBE: Objective-Based Education

OBI : Objective-Based Instruction

OIF : Organisation Internationale de la Francophonie

PES: Physical Education and Sport

ROCARE : Réseau Ouest Africain de Recherche en Éducation

UNESCO: United Nation Education, Science and Culture Organisation

ZPD: Zone of Proximal Development

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INTRODUCTION

The English language keeps on spreading its influence throughout the world. Its popularity goes beyond the borders of the Anglophone countries. English is undoubtedly the lingua franca or common language for billions of people around the world. (A. Pakir, 2003). Many countries, like Côte d'Ivoire, introduced English in their teaching program to allow citizens to have elementary knowledge in that language. It is a school subject in most schools in the world. This introduction of English in educational system offers many opportunities to the students when they decide to travel abroad.

The country attracts more overseas investments thanks to natural resources, political, economic and peaceful environment. These investments can be profitable only by improving the quality of the education. At this level, the authorities made much efforts to boost the rate of schooling. Nevertheless, the internal efficiency of the educational system is relatively low (I. Kourouma, 2015). The decision makers brought some innovations in the educational system in order to improve the quality of the education. One of these innovations was the shift from the Objective-based approach, considered inappropriate and not efficient enough, to the competency-based approach.

In fact, the Competency Based Education (CBE) evolved in the American tradition of the systems/objective approach. It focuses on the outcomes or outputs of learning. By the end of the 1970s, Competency-Based Language Teaching (CBLT); the language-teaching branch of CBE was mostly used in “work-related and survival-oriented language teaching programs for adults” (J. C. Richards & T. Rodgers, 2001, p.141). Since the 1990s, CBLT has been seen as “the state-of-heart approach to adult ESL” (E. Auerbach, 1986, p.411) so that any refugee in the United States who wished to receive federal assistance had to attend a competency-based program (E. Auerbach, 1986, p.412).

CBLT always connects the language learning to the social context it is used in. It means that it deals with “functional and interactional perspective on the nature

of language” (J. C. Richards & T. Rodgers, 2001, p. 143). Therefore, language is seen as a medium of interaction and communication between people who want to achieve specific goals and purposes. This especially applies to situations in which the learner has to fulfil a particular role with language. Skills can be predicted or determined for the relevant context (J. C. Richards & T. Rodgers, 2001). Communicative competence is constructed from these subparts put together in the correct order. All these aspects together show that CBLT is in some aspects similar to Communicative Language Teaching.

Communicative Language Teaching (CLT) added a more realistic dimension to oral language teaching. Formerly ignored in the Grammar – Translation Method, oral language became a primary skill in the Direct Method. Audiolingualism brought even more focus on speaking, although the linguistic principle was based on viewed oral discourse as imitative routine behaviour in typical and predictable situations (A. Magdalena, 2011). Communicative language teaching introduced numerous forms of interaction to the classroom and practising the language in natural or probable situations that demanded defining of the discourse genre and the roles of participants. Therefore, the similarities between communicative language teaching and competency-based language teaching show that CBLT is likely to affect positively the oral performance of learner.

Oral language is a fundamental skill in language learning and represents a huge challenge for beginners. Especially in the secondary school, students usually avoid active participation in communicative activities which can obstruct their language learning process and can affect their attitudes towards the English language (G. Martha and C. Andersson, 2017). Oral language has a main role in students’ intellectual, social, and emotional development and it is the key towards the successful studying the entire subject. In the curriculum, speaking is one of the basic competences that should be mastered by the students (A. Akhyak, 2013).

Many francophone countries, especially West African countries opted for CBA when they decided to bring some innovations in their educational systems in order to improve the quality of the education (L. Thibaut, 2019). They were

encouraged by the tenants of international organisations like UNESCO, OIF and Canadian cooperation. These organisations claimed competency-based approach as the solution to boost the education (V. Jean, 2014). It is the case of Côte d'Ivoire where CBLT was adopted in 2003 (ROCARE¹, 2009) and entered in its generalization phase in the year 2006 according to J. Kouassi (2015). The objective of the Ivorian national education ministry by establishing the Competency-Based English Language Teaching, is that by the end of the lower secondary school (3^{ème}), the learners should be able to²:

Understand a simple text written in English and dealing with his/her immediate environment and the outside world;

Discuss effectively in simple English;

Use simple lexical and grammatical structures to discuss in English.

Communicate comprehensively orally with anyone who speaks English;

Communicate in an understandable way in writing with anyone who speaks English.

Unfortunately, a decade after, learners level is weak. This is why the “MEN-A³” (Ministry of National Education and Alphabetisation) organises the “EGENA⁴” a platform of discussion on school matters. In English language classes, many students or almost all the students are unable to communicate in English after four year of studies. This incapacity is emphasised in the case of oral language. For instance, many students of 3^{ème} of the Collège Moderne of Guiembé, a public school located in the north of Côte d'Ivoire face these difficulties. Only a few

¹ Réseau Ouest Africain de Recherche en Éducation

² Cf. PROGRAMMES EDUCATIFS ET GUIDE D'EXECUTION ANGLAIS (6^{ème}, 5^{ème}, 4^{ème} et 3^{ème}) : A la fin du premier cycle du secondaire, l'élève doit avoir construit des connaissances et des compétences lui permettant de :

- comprendre un texte simple écrit en anglais et traitant de son environnement immédiat et du monde extérieur ;
- s'exprimer de façon efficace dans un anglais simple ;
- utiliser des structures lexicales et grammaticales simples pour s'exprimer en anglais.
- communiquer de façon compréhensible à l'oral avec toute personne s'exprimant en anglais ;
- communiquer de façon compréhensible à l'écrit avec toute personne s'exprimant en anglais.

³ Ministère de l'Education Nationale et l'Alphabétisation

⁴ Etats Généraux de l'Education Nationale

students can bearably introduce themselves in English, understand a question or give a feedback. In addition, it is difficult for students to use English words to speak, or understand a message. Sometimes, during the English language course, some students add French, Spanish and sometimes their native language words to their English sentences when they lack vocabulary to express an idea.

In fact, these problems may be related to the non-adapted lexical items learnt in the classroom and the fact that the English language is not used in their environment. Furthermore, the problem encountered by students may be linked to the curriculum. Indeed, the programme is made to be achieved in a certain rush that the personal needs and the worries of the learners are not taken into account. In addition, the skills (speaking, writing, listening and reading) are taught separately and there is no place in the curriculum deserved to integrate these skills.

As a result, the student of 3ème have a lot of difficulties to speak English. They consider English as an abstract subject required only to pass in the upper class (P. Belibi, 2015). All these irregularities appeal to the interest of the researcher who decide to investigate the impact of competency-based language teaching on the oral performance of the students through the following topic:

**“Competency-Based English Language Teaching and the Oral
Performance of 3ème Students at Collège Moderne of Guiembé.”**

With regard to what precedes, one can reasonably ask the following question:

To what extent can Competency-based language teaching help to develop the students' speaking skills at college Moderne of Guiembé?

To be more specific, some subsidiary questions have been asked as follows:

What are the principles of Competency-based language teaching in developing students' speaking skills?

What is the impact of the Competency-based language teaching on the students' oral skills development?

Having as hypothesis that the Competency-based language teaching has an impact on students' oral skills development, the main objective of this study is to find out the impact of the Competency-based language teaching on the development of students' speaking skill at Collège Moderne of Guiembé. In order to reach this objective, some operational objectives have been formulated as follows:

To identify the competency-based language teaching with an observation sheet.

To show the impact of the CBLT on the learners' oral skills development through the quantitative data collected with the questionnaire.

To check the operationalisation of the Competency-Based Language teaching through a qualitative method with documents analysis.

To reach these objectives, the research is conducted under qualitative and quantitative research principles. In other words, a quantitative data collection instrument, Questionnaire has been used for this purpose, in order to have the point of view of the students concerning their oral difficulties. Similarly, the classroom was observed in a communicative situation and the programme was analysed to check if it fits with the competency-based language teaching principles. Nevertheless, this study is a small scale one in that it deals with only one level (3ème students) in one school (CMG). Therefore, the findings cannot be generalized to all students learning English in the country.

This research work is divided into five chapters. Chapter one is concerned with the review of literature. It first highlights the notions of competency-based language teaching, then an overview on the oral language teaching in Côte d'Ivoire and finally how the oral language skills are applied with CBLT. The second chapter provides the theoretical framework in which this study is enrooted. It discusses the impact of influential learning theories on competency-based approach and oral. As for chapter three, it addresses the research methodology in this study. It specifically describes the context in which the investigation was carried out and the methodology followed to collect and analyse the datum. Concerning chapter four,

it is about the presentation of the findings and finally the chapter five deals with the discussion followed by some suggestions.

CHAPTER I: LITERATURE REVIEW

This chapter traces back the existing works related to Competency-Based Language Teaching and works related to the oral language teaching. It shows information and discussions related to the topic and explores the key concepts. First, it presents the generalities on CBLT. Then, the overview of oral skill and finally the impact of CBLT on the oral performance.

1.1.Overviews on CBLT

This section is an overview about competency-based language teaching. Here, some key concepts are defined and discussed. First, it defines the notion of competency and clarifies the confusions between this concept and the concepts of competence and skill. Then, traces the origin of CBLT and discusses some previous works related to the present topic.

1.1.1. Confusion between Competency and competence

It is crucial to begin by clarifying the concept of competency, its most salient features, and the main taxonomies that have been deployed. Regarding this term, it would appear necessary to point out that there is a certain degree of confusion surrounding the terms “competence” and “competency”. They have often been used interchangeably in educational and other fields. The French language has one term (i.e. *compétence*) which is used to encompass both concepts. In English, this is not the case. M. L. Pérez Cañado (2013, p4) noted, “It should be underscored that no academic consensus has been reached regarding the difference between competence/competences and competency/competencies”. For him the notions of competency and competence are not regulated. Therefore, it is up to the user to give the orientation he desires.

M. Fleming (2009) tries to make a difference between the two items. For him, “competence” is a broad capacity or capability, whereas “competency” involves a narrower use of the term to describe particular abilities. For example, driving is a competence and driving a taxi and driving a truck are competencies.

Driving is general whereas driving a truck requires specific behaviours different from those required to drive a taxi. However, driving a taxi and driving a truck are part of driving. Exactly the opposite is maintained by B. Pennock-Speck (2009, p172), whose working definition of competencies would include the meaning of competence, which he sees as the ability to carry out tasks and also the behaviours and attitudes needed to carry out the tasks successfully.

Although, we cannot understand the definition of competency through these definitions, both definitions are helpful to understand that there is a difference between competency and competence. Whatever the terms employed, it seems incontrovertible that the notion of “competence” indicates capacity in an individual whereas “competency” involves not only knowledge, but also skills, attitudes, and values, and entails the capacity to perform successfully in an academic, professional, or social environment. L. Mrowicki (1986, as cited in Weddle, 2006). J. C. Richards & R. Schmidt (2010, p103) describe competency as the essential skills, knowledge and behaviours needed for the effective performance of a real world task or activity. It means that to develop a competence, we need to identify and teach the knowledge, the skills needed and attitude required to perform a given real life task.

Knowledge is a cognitive ability. It is not physically observable. It is an information, an understanding, or a skill that you get from experience or education. A. Wolf (2017, p35) links knowledge to “understanding”. For him one cannot assess “knowledge” and “understanding” separately as part of a training programme. In addition, one cannot open up someone’s head and measure directly the knowledge it contains, any more than we can measure their competence.

Skill is defined by J. C. Richards & R. Schmidt (2010, p532) as “an acquired ability to perform an activity well”. J. Sárosdy et al (2006) divided the language skills into two main categories: those that give the students language input; receptive skills (listening and reading), and those that encourage them to produce output; productive skills (speaking and writing). Learners will have to combine the

items got in the stage of input in the next stage of language learning which is called the stage of output.

Behaviour can be simply defined as the way a living creature behaves or acts in a given situation. The emphasis on behaviour derives in the fact that each life situation requires a specific behaviour. Therefore, the learners need to know the proper ways of behaving. It means that the learners must know the cultural elements linked to the language and the environment. It is known to all that language and culture are inseparable.

The above definitions and explanations show that there is a difference between competency and competence. It is true that these two notion are somehow similar, but it is important to differentiate them to avoid confusion. This work deals with the notion of competency that can be defined as a set of knowledge, skills and behaviour needed to achieve a real world task. The confusion that exist between these terminologies may lead to the misinterpretations of the Competency-based approach. Therefore, it was essential to master the notion of competency before dealing with the topic.

1.1.2. Differences between competency and skill

The notion of competency is sometime taken for the notion of skill and vis-versa. The language skills (speaking, listening, writing and reading) are defined by R. Schmidt (2010; p532) as “an acquired ability to perform an activity well”. As it said above, competency is defined by R. Schmidt (2010, p.104) as an approach to teaching that focuses on teaching the skills and behaviours required to perform competencies.

This confusion can justify why skills are taught separately, instead of being taught in social context. Regarding the different definitions above, it is clear that there is a difference between the two terminologies and the notion of “skill” is part of the notion of “competency”.

1.1.3. Definition and origin of Competency Based Language Teaching

According to J. C. Richards & T. Rodgers (2001), Competency-Based Language Teaching is an application of the principles of Competency-Based Education (CBE) that emerged in the 1970s in the US. CBE referred to an educational movement that defines educational goals in terms of precise measurable description of the knowledge, skills, and behaviours students should possess at the end of a course of study.

This approach evolved in the American tradition of the systems/objective approach. During the first decades of the 20th Century, writer like F. Taylor (1911) started taking interest in teaching the tasks that people need to do in real life. For example, they tried to look at what operating a given machine involves, that is, what skills and knowledge needed to perform such a task. These activities are considered as the starting point of teaching programs. The learner moves from one teaching step to another after a complete mastery of a given competency is reached. In Competency-based Education (CBE), the focus is on the outcomes or outputs of learning.

By the end of the 1970s, Competency-Based Language Teaching was mostly used in “work-related and survival-oriented language teaching programs for adults” (J. C. Richards & T. Rodgers, 2001, p.141). Since the 1990s, CBLT has been seen as “the state-of-heart approach to adult ESL” (E. Auerbach, 1986, p.411) so that any refugee in the United States who wished to receive federal assistance had to attend a competency-based program.

Unlike the other language teaching approaches and methods that focus on the learning input, this approach focuses on the outcomes or outputs of learning. It deals with what the learners are expected to do with the language. For J. C. Richards & R. Schmidt (2010, p104), it is an approach to teaching that focuses on teaching the skills and behaviours required to perform competencies. CBE is based on a set

of outcomes that are derived from an analysis of tasks learners need to perform in real-life situations. In CBLT, learners need to use the language in realistic situations likely to be encountered out of classroom. For example, a student should be able to fill out various forms, talk about his health problems with a doctor, or provide instruction on how to do a particular task.

1.1.4. Principles of the Competency Based Approach

S. K. Weddel (2006) outlines the components of competency-based education and says that the approach consists of the following:

- An assessment of the learners' needs
- The selection of the competencies
- The target instruction
- An evaluation of the competency attainment

The approach starts with the assessment of needs of the students, and moves to the selection of the expected competencies, then to the target instruction from where it moves over to the evaluation of the rate of attainment of the competency, and then back to the assessment of the needs. It is thus a cyclical. Along with E. Auerbach (1986) there are eight key features which are essential for Competency-Based Language Teaching. These keys are adopted from J. C. Richards & T. Rodgers, 2001, p.146:

1. A focus on successful functioning in society. It means that language is taught in order to prepare the students for the different demands of the world.
2. A focus on life skills to determine that language is always taught as a medium of communication in concrete tasks in which specific language forms/skills are required.
3. Task- or performance-centred orientation. The focus is on what the students can do with the language and certain behaviours instead of knowledge of the language.

4. Modularized instruction emphasizes that the competencies that are taught, have to be systematically separated into manageable parts so that both the teacher and students can handle the content and realize their progress.
5. Outcomes that are made explicit a priori. “Outcomes are public knowledge, known and agreed upon by both learner and teacher”. Therefore, the students clearly know what behaviours and skills are expected of them.
6. Continuous and ongoing assessment which means that the students are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not.
7. Demonstrated mastery of performance objectives. The assessment is based on the students’ performance of specific behaviours instead of traditional paper-and-pencil-tests.
8. Individualized, student-centred instruction. The instructions given by the teacher are not time-based but the focus is on the progress the individual students make at their own rate. Therefore, the teacher has to concentrate on each individual student in order to support them in those areas in which they lack competence.

If the notions of competency and its principle seem to be clear for anglophone scholars, it is not the case in the Francophonie. For instance, G. Boutin (2004) said that CBLT is an “amalgam paradigmatic”. Even if he recognises the generalisation of the Competency-based approach and its impact throughout the world, the Canadian Scholar G. Boutin finds the notion of competency to be difficult to define and the competency-based approach as a “diktat”. The Swiss Scholars T. LAUWERIER and A. AKKARI (2019), who think that the competency-based approach is not adapted to African reality, share this worry. For them, it has been conceived according to other country reality. This conception can be the answer to the question of O. Thiam and C. D. Fatima (2017, p. 117-137) “*Can competency-based approach be effective no matter where?*” According to their analysis, the competency-based approach is not efficient in Senegal. Besides, Belgium scholar such as J. M. De Ketele (1996) and X. Roegiers (2006) try to demystify the

approach through the pedagogy of Integration by adapting it in a way that it can be operationalised in any curriculum.

The pedagogy of integration has come as another response to the shortcomings of the objective-based pedagogy. In the 1970s, J. M. De Ketele was still an active advocate of the American movement of the pedagogy by objectives that he tried to disseminate and popularize in French universities (J. M. De Ketele, 2000 as cited in S. Boukhentache, 2016 p441). Nevertheless, he quickly perceived the limits of teaching discrete objectives. Consequently, in 1980, he suggested the concept of “Objectif Terminal Global”, which has later come to be termed as “Objectif Terminal d’Integration” (J. M. De Ketele, 1980 as cited in X. Roegiers, 2001, p. 84).

The notion of terminal objective of integration has been operationalized by BIEF under the label *pedagogy of integration* (X. Roegiers, 2010, pp 201-202). The BIEF has extended J. M. De Ketele’s (1980) proposal of the notion of terminal objective of integration, which seeks to coordinate the learned knowledge and skills at the end of an academic year or entire program of study.

The wrong definition of the notion of “competency” and the notion of “competence” creates some confusion in the definition of the competency based approach. In addition, the bad implementation of the approach by African institution that tends to copy the form instead of the content contributes to reinforce the deception toward the competency-based approach. This feeling is also noticeable in the Ivorian educational system (I. Kourouma, 2015).

1.1.5. CBLT classroom organisation

Though there is no consensus concerning the definition of competency, almost all the researchers share the same view point concerning the organisation of CBLT classroom. CBLT is a student-centred approach in the sense that students are not passive consumers of knowledge, but active participants in the learning process.

1.1.5.A. Teacher's role in CBLT Classroom

When talking about competency-based learning, the students are automatically targeted, and the role of teachers is no longer the same as it was before. Thus, in competency-based learning classrooms, the teacher is just a facilitator, or a monitor who is going to control the classroom and organise the activities that take place in the classroom. In addition, the role of teacher lies in giving students the necessary materials for them to create a good atmosphere for them to practice their skills. Therefore, the success of classroom courses is related to the authenticity and the quality of these materials. W. I. Griffith & H. Y. Lim (2014). The teacher's role in the classroom changes from that of provider of information to that of guide or facilitator.

The role of the teacher changes from one of being an information-giver to that of a facilitator. This does not mean that teachers no longer give information. They give different types of information and deliver it in different ways. Teachers provide the materials, the activities, and the practice opportunities to their students. The quality and authenticity of these materials are central to the success of class.

Planning becomes a central part of the teaching process. First, each competency must be identified. Each competency must be subdivided into the relevant skills. Modules must then be developed which allow students the opportunity to learn and practice those skills. Teachers must determine exactly what and how well students must perform in order to master the competency. Specific rubrics assessing each competency must be developed and made public to the students from the beginning of the lesson. Teachers will have to devote large amounts of time to creating activities related to the specific skills necessary to fulfil the competency requirements. Significant time will also be required to assess students and provide specific, directed, and personalized feedback

In the CBLT classroom, teachers are not limited to the course book; they are free to design and provide authentic materials (texts that expose students to real language use in particular contexts), activities and formative assessments to learners

in the course of teaching a module. CBLT is an outcome-based approach. “The teacher’s job is to devise more and more effective ways to transmit skills; what counts is success in delivery.” (E. Auerbach 1986, p417). CBLT demands that teachers plan instruction and assessment carefully. Scholars (E. Auerbach 1986, J. C. Richards & T. Rogers 2001, W. I. Griffith & H. Y. Lim) have identified the following tasks that the teacher must complete as far as planning is concerned:

- Identify competencies to teach. These are contained in the syllabus.
- Break down each competency into its constituent skills. Here, the teacher can decide to teach only the skills that are relevant to their learners.
- Design authentic activities that provide opportunities for learners to use language in real-life situations.
- Design assessment rubrics that pinpoint students’ strengths and weaknesses, and set clear performance criteria. The teacher should help learners understand these criteria at the start of her lesson.
- Assess students and provide personalised feedback.

As it can be seen, the teacher role is fundamental in the learning process. However, he does not construct knowledge alone. He works in collaboration with learners to accomplish knowledge. Knowledge is co-constructed.

1.1.5.B. Learner’s role in CBLT classroom

The role of the students must also change. Students will no longer be able to rely only on the teacher and the classroom to be the primary sources of information. Instead, students become apprentices. Their role will be to integrate, produce, and extend knowledge. Students take an active part in their own learning and work toward being autonomous learners. They learn to think critically and to adapt and transfer knowledge across a variety of settings. Because expectations and standards are clear and precise, students have to be committed to continuing to work on each

competency, mastering it, and then progressing to another (J. C. Richards & T. Rogers, 2001).

Even if the learning process is not defined, CBLT being a learner centred approach, “students are pretested to determine what skill they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested.” (E. Auerbach 1986, p415). In this paradigm, students, under the guidance of teachers, become sources of knowledge. They can choose the specific skills or competencies they want to acquire. In so doing, they develop a critical appraisal of the materials they have to work with and activities they have to do. This huge responsibility provides a solid training towards becoming autonomous and lifelong learners. From the activities and materials provided by the teacher, students have to produce the questions that will guide their learning, integrate, produce and extend knowledge (W. I. Griffith & H. Y. Lim 2015). C. M. Nkwetisama (2012) adds that in a CBLT classroom, the learner portrays certain cognitive strategies including noticing or observing a situation, then asking pertinent questions, emitting hypotheses and testing them, solving problems and restructuring the old knowledge.

Students may be resistant to this approach in the beginning, especially if they do not see any real need for learning the language. Successful classroom interaction depends on student participation. Students need to find ways to motivate themselves and find ways to apply information to their own lives and to integrate it into the classroom. Students must be willing to challenge, to question, and to initiate in the CBLT classroom (M. Marcellino, 2005).

1.1.5.C. Individualisation of the learning

The individualisation is when the step of learning is in tune to meet the needs of each student. With individualisation, each student shares the same overall learning objectives, but individual students are able to progress through learning objectives at different speeds. For example, some students may take a little longer

on topics they have not quite grasped, but can move quickly when they have demonstrated mastery. In Competency-based approach, students are visualised according to their needs and interests. Therefore, the curriculum is designed according to the needs analysis (E. Auerbach 1986, p422). The individualisation of the teaching impact the socialisation of the learners. If the learner is taught apart, it is a bias to his/her capacity to interact with other in the society. (E. Auerbach 1986, p424)

In addition, to succeed the individualisation, a small amount of students is needed in classroom. All the studies go along with M. Marcellino (2005), according to whom the ideal CBLT classroom has about ten to fifteen students. Unfortunately, J. Kouassi (2015) noted that the Ivorian CBLT classes are overcrowded. To have ideal CBLT classroom size in Côte d'Ivoire, it requires to build many other classrooms, school and to hire so many teachers.

1.1.5.D. Classroom materials and pedagogy

In CBLT, teachers are not glued to their course book only as they used to do in Objective-Based Education. Unfortunately, S. Traoré (2021) noticed that Ivorian English teacher are too much stuck to the textbook. Besides, most of the time they do not choose a good one among the diverse existing textbook. Rather, they have more autonomy and a greater flexibility regarding the selection and the design of materials for their classrooms. These materials include “authentic sample texts” (W. I. Griffith & H. Y. Lim 2014, p. 5) that come from a variety of sources including newspaper or magazine articles, online research, letters, songs, etc. Classroom materials should be developed around real-life situations that conveniently address the competencies under study. W. I. Griffith & H. Y. Lim (2014) are more explicit when they hold that:

Class materials must be oriented to doing rather than knowing. There should be few exercises that require students to fill in the blank, circle the right answer, or specifically test only grammar. Rather, each task should be developed around a real-

world situation requiring the use of some or all of the components of the specified competency (W. I. Griffith & H. Y. Lim, 2014, p. 4).

Authentic materials enable learners to gear pedagogic activities by using their communicative competence to solve real-life problems. These activities should foster critical and divergent thinking; they should neither require a single, unique process nor a single correct answer. Instead, they should encourage students to think at higher levels and employ many different processes to come up with several correct answers.

1.1.6. Advantages and disadvantages of CBLT

CBLT has several advantages. It focuses on language as a tool for communication rather than on language knowledge as an end (D. Nunan, 2007). It promotes responsible and accountable teaching. This approach breaks the program requirements down into a specific set of competencies that students are expected to master prior to graduation. The flexibility for teacher to decide how to carry the learning process.

CBLT addresses what the learners are expected to do rather than what they are expected to learn and the learning process. No previous study has illustrated the teaching of the language skills in the competency-based system. Even literature of competency-based teaching does not specify how to proceed with the teaching of language skills and vocabulary (S. Boukhentache, 2020). For E. Auerbach (1986, p420), when outcomes are clarified before selecting the means to achieve it, “creativity and innovation may be stifled”

To sum up, CBLT is based on the outcome. Teachers have more autonomy and flexibility with CBA. They can decide on the type of materials to use, which activities to take to the classroom and which topics they want to cover. They are also free to design materials that better suit the context and help learners acquire the competencies they need in order to become productive members of the society. Like other theories, CBE has many trend. Theoretically, there is no difference between these trends.

1.1.7. Implementation of CBLT in Côte d'Ivoire

CBLT was adopted in Côte d'Ivoire in 2003 (ROCARE, 2009) and entered in its generalization phase in the year 2006 (J. Kouassi, 2015). Objective-Based Education (OBE) that was formerly praised in the Ivorian context has now been replaced by CBE. According to J. Kouassi (2015) the move from OBE to CBE is justified by educational authorities' effort to redefine the educational system in order to meet the requirements of the contemporary society: a successful development of the youth in all areas of social activities. In this perspective, CBLT has been adopted in our language classes to train the learners for their future active participation in all aspects of social life.

After its generalisation phase, regarding to the poor performance of students, a study of the ministry of national education show that teacher did not interest themselves to this new approach. In addition, the experimentation phase was not completed rigorously and teachers were not well trained (I. Kourouma, 2015). Indeed, Rocare (2009) noticed that in Côte d'Ivoire, the experimentation phase was very short and teachers' training periods vary from 2 to 4 days. This is not enough to master such a complex approach. Moreover, others studies observed that teacher still dominate the teaching process and therefore CBE seem as a lure (S. Traoré; 2020).

Hence, the big deal is that many teachers and scholars are deceived because they still evaluate the Ivorian CBLT basing on the principle of the Anglo-Saxon version or the Francophone version of competency-based teaching- *integration pedagogy* or *pedagogy of integration*". The new Ivorian educational program was developed under the supervision of P. Jonnaert, professor at the UNESCO chair in curriculum development at the University of Quebec in Montreal (cf programmes éducatifs et guides d'exécution). It means that, the version of CBE implemented in Côte d'Ivoire is closed to the Canadian version precisely Quebecer's one.

CBLT is implemented in large and heterogeneous classes in Côte d'Ivoire. Students are sitting in fixed benches and desks in several rows with hardly any room

for the teacher to move in between them. The teacher is compelled to face his or her students (W. Kone, 1990). This situation of large classes impedes the individualisation of the learning. The large classes reduce the personal contact of teachers and learners. For M. Marcellino (2009) an ideal CBLT class is composed of about 10 to 15 students.

Teachers and students face a lack of teaching material. (J. Kouassi, 2015) This lack of materiel is well depicted by W. Kone (1990, p3) who noticed that the Ivorian EFL teacher has to rely only on the Blackboard, the chalk, the textbook and the students' copy book. This was accentuated by the crisis, when the authorities have notified the administration and teacher to be lenient with the students who can't afford the textbook. As result, fair amounts of students do not have the textbook required.

1.2.Overview of oral skills

We all communicate with each other in different ways throughout our lifetime. One of the most common ways is through speaking to each other. Most people communicate with through speaking without any issues. We are not born with that skill. We can succeed to make sounds, but our oral language skills, or abilities to communicate through speaking is developed over time. Oral language is one of the most important skills students can master both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers. This required development of your oral language skills. To develop oral skill first one have to know exactly what makes up oral language skills in order to know how to successfully learn them or teach them to students.

1.2.1. Sub-skills of oral language

Oral language is made up of at least five key components (L. C. Moats, 2010): phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also

referred to as *semantics*). Maybe the most obvious part of oral language skills is vocabulary, or the understanding of different words. There are a countless numbers of words and, if prompted, almost anyone could mimic the sounds of the words.

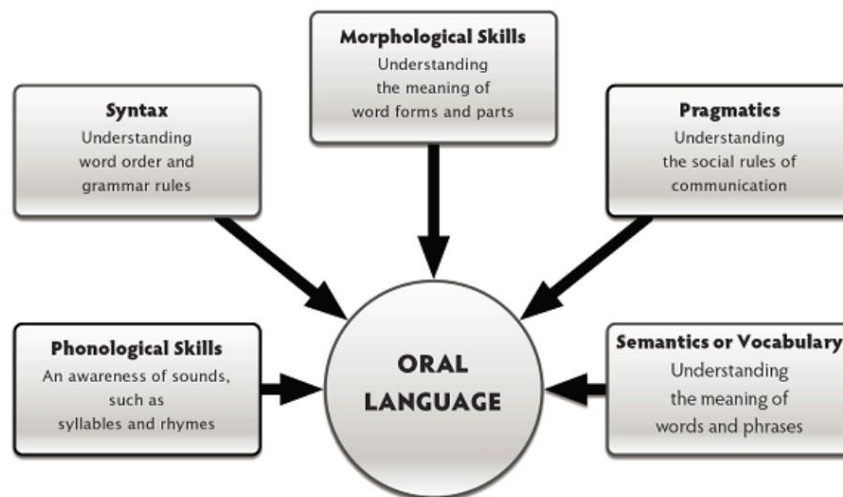
In order to communicate effectively, students must learn the meanings of different words. This component of oral language skills will aid in selecting the correct word for what is being communicated. While we just explained that anyone can make the sounds of a word, we should make sure we don't take away from the importance of the phonological skills. These are important in order to ensure the correct pronunciation of a word. Phonological skills include speaking words using the correct sounds and syllables.

Having a functional understanding of grammar rules and the order of words for the language is also crucial. We refer to this as syntax. Think for a minute about the last time that you started learning a foreign language. You learned many words used in the language, but it meant very little until you learned how to put the words together to form sentences that someone else speaking that language can understand.

The next component of oral language skills is understanding the word parts and forms, known as morphological skills. These skills deal with the three different parts of a word: the prefix, the root word, and the suffix. They also deal with knowing how to put these components together and take them apart to alter the meaning of a word.

The last component is pragmatics, which deals with understanding the social rules of communication. This mainly involves knowing when it is appropriate to speak and when it's not. Not interrupting others when they speak is a classic example of the pragmatics of oral language.

Figure I: components of oral language skill (source: blog.heinemann.com)



Those are the components of oral language skills. However, these linguistics skills can effectively be assessed by classifying them in term of language skills: speaking and listening. Developing oral language, then, means developing the skills and knowledge that go into listening and speaking. All of which have a strong relationship to reading comprehension and to writing.

Listening is the ability to accurately receive and interpret messages in the communication process. It is the key to all effective communication, without the ability to listen effectively messages are not easily understood. Listening is one of the most important skills you can have. An active process of getting information, ideas. Listening is the process of receiving, constructing meaning from, and responding to spoken.

Listening is not just about being quiet while someone else is speaking. Just Listening to words is not enough; a good Listener has to pay attention to the non-verbal communication of the speaker. Listening is with the Mind, hearing with the senses. It is conscious. To improve our interpersonal and oral exchange.

Speaking is a speech production that becomes a part of our daily activities. Speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of

knowledge. They are mechanics (pronunciation, grammar, and vocabulary). To acquire speaking competence students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency.

Listening and speaking constitute the two elements of oral language, and the existence of listening skills obliges speaking. For S. Demir (2017), listening is prior to speaking in terms of language acquisition while A. Akhyak (2013) thinks that speaking is the primary competence to develop.

Speaking and listening involves more than analysing your ability to talk and hear other people. It is about adapting language to suit the situation and linking your listening and speaking skills to be able to respond to any argument.

Whatever the most important, listening and speaking are correlated. They work together. Listening is a receptive skill and speaking is productive skill. (J. Sárosdy and als, 2006)

1.2.2. The strategies of oral language teaching and learning.

Scholars have proposed many strategies to overcome the difficulties link to oral language learning. These strategies focused mainly on pair and group works that create interaction and encourage them to practice the English language. For instance, debate and discussion suggested by S. Soro (2019, pp.41-58) can contribute to raise the level fluency of the learners. Even if teacher do not have enough time to engage discussions and debates in classroom, a place can be in extra-curricular activities like English Club that contributes enough to better the English oral proficiency of learners (G. H. A. Dahigo, 2016, pp.50-61).

1.3.The impact of CBLT on the oral performance

There are few literatures about competency-based teaching and oral performance of students in Côte d'Ivoire. Nevertheless, the current literature show that oral language remains the least important skills in English as foreign language

(Y. K. M. Agba, 2018) This part describes the linguistic environment and the difficulties met by learners.

1.3.1. Impact of the environment on the oral performance

Oral language is based on three major skills: listening, speaking and reading. In the Ivorian educational system, these skills are taught separately and it is up to the student to construct knowledge by combining them. There is no integrative phase like in the integrative pedagogy. The current literature notices many difficulties that can affect the oral performance in Ivorian CBLT classes: the linguistic environment, the classroom size and the lack of materials.

Côte d'Ivoire is a francophone country where students have their mother tongue and at least 2 other languages in their environments, French language that they need to master for administrative a social need they have to learn some foreign languages at school such as English that normally begin in 6eme and Spanish or German in 4eme. That among the foreign language, English is the most dominant because of its supremacy in the industry and business. Unfortunately, according to the British Council (2015), only a small proportion of children have opportunities to study English as a subject at school before dropping out. This can affect the oral performance of learner since they have no body outside the classroom to speak to in English. Therefore, English is considered as a mere school subject that serves only for graduation.

Besides, the overcrowded classes constitute an obstacle to learning (J. Kouassi, 2015) and this obstacle is emphasised in the case of oral language teaching. Because in such a classroom, it becomes difficult for the teacher to assess students' oral performance and provide personalised feedback. Only lively students get the opportunity to perform (P. Belibi, 2018).

1.3.2. Difficulties met by teachers in the oral language teaching.

Teachers met many difficulties when teaching oral language. These difficulties are emphasised by the lack of material as described by W. Kone (1990):

the Ivorian EFL teacher has to rely only on the Blackboard, the chalk, the textbook and the students' copy book [...] because of the crisis the authorities have notified the administration and teacher to be lenient with the students who can't afford the textbook. As result, fair amounts of students do not have the textbook required. [...] the teacher has to intervene sometimes to make sure that the books available are shared on one book for two basis or even a one book for three bases. [...] when a teacher wants to teach a lesson, which requires the use of a tape recorder s/he manages to use his/her own or borrows one from a friend or a colleague. Then s/he must make sure that the batteries are working; otherwise, s/he might be surprised to realize that the plugs in the classroom are out of use. (W. Koné, 1990, p3)

Consequently, student oral performance is based and tested only on speaking and sometime reading abilities. Listening is not at the centre of attention due to the lack of material, time and adequate training of the teachers (Y. K. M. Agba, 2018)

Throughout the world, in the late years, many countries decided to change their educational system. These modifications sometime result in the fact that the existing curriculum were old and odd. In addition, lenders can request these modifications (A. Kathryn, 2017). Be it volunteer or imposed these changes will lead in modifying the curriculum in order to differentiate them from the previous one. Therefore, authorities can refer to other countries educational system that they will adapt or apply directly to their system.

To study the performance of such system, you need to refer to the source. Unfortunately, some deciders because of internal political struggle work to hide the foreign source of the idea (A. Kathryn 2017). Also, when lender interfere in the educational system by adding their policies it become very difficult to trace back the origin of the educational system in order to make comparison and deduce if it walks or not. This may be case of the current educational system of Côte d'Ivoire. Competency-based approach implemented in Côte d'Ivoire has nothing in common with the original version of CBLT (the anglo-saxon version). It is also different from the other francophone African countries system like Mali, Burkina Faso and Cameroon that derived from the Belgium version called pedagogy of integration

resulted from the works of J. M. De Ketele and promoted by X. Rogiers through BIEF (Bureau d'Ingenierie en Education et en Formation).

As noted in the reviewed literature, most of the works are focused on the effectiveness of CBLT, the size of the classes, the syllabuses and writing performance. Other deal this oral performance by suggesting methods of teaching. Besides, the measure of the efficiency of the oral performance of the students of 3ème in the light of CBLT, the present work will analyse the effectiveness of the implementation of Competency based approach taking into account its objectives.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter deals with the theoretical framework. The study focuses on enlightening some theories and their connection to Competency based language teaching and oral language teaching. First, this chapter shows the theories that back up competency-based education, and then shows how the social-constructivism is conducted in the competency-based language teaching and finally how it is conducted in this study.

2.1.Theories backing competency-based language teaching

The difficulty to understand how humans learn is reflective of our complexity as biological, social and cognitive beings. Many theories exist, all focussing on different aspects of our character as humans. Each theory is an attempt to explain how we learn, act and behave: Sigmund Freud focussed on the sub-conscious, Skinner on the observable behaviour, cognitive psychologists on our mental processes, humanistic psychology on our social and interpersonal development. This complexity is materialised in the competency-based education that is built under many theories.

2.1.1. Taylorism in CBLT

One of the theories that backup competency-based approach is Taylorism, also known as scientific management. It originated from the work of Frederick Winslow Taylor. The Competency-based approach borrows its learning outcomes to Taylorism. The main idea of Taylor was the reorganization of industrial systems around quantifiable and measurable goals. He labelled the traditional method of management the ‘initiative and incentive model’ (F. Taylor, 1911). He believed this method, which generally rewarded employees based on completed work, was deeply problematic because it failed to maximize production. Taylor’s solution to the problem was to reorganize the system of apprenticeship and localized knowledge around what he called ‘the task’ (F. Taylor, 1911). Taylor’s goal was to design a system that scientifically determined not only which tasks were correct for

a particular job or industry, but also the best methods and approaches to accomplish those tasks. Like Taylor's reconstruction of industrial organizations around the task, the competency-based education is being reconstructed around the learning outcome.

2.1.2. Behaviourism in CBLT

Beginning in the 1960s, behaviourism swept from the arena of psychology into education with an air of authority that was startling. The behaviourist movement led to a long series of strategies for schools such as management by objective, outcome-based education and teacher-performance evaluation systems. Behaviourism structured schooling around the authority of the teachers, the conditioning and the measure of students' behaviours. Competency-based education has its roots firmly in behaviourist tradition. According to J. C. Richard and T. Rodger (2001), CBLT shares some features with behaviourist view of learning. For instance, the notion that language form can be inferred from language function derive from behaviourism. Behaviourism theory is crucial in foreign language learning. The influence of this theory can be seen in the implementation of teaching learning process using Grammar Translation Method, Direct Method, Situational Language Teaching and closely related to Audiolingual Method.

In opposition to competency-based education, behaviourism in schools placed the responsibility for learning directly on the shoulders of teachers. Teachers were led to believe that if learning was not occurring, then it was their responsibility to restructure the environment, determine the most appropriate reinforcement to promote the desired student behaviour, or provide a negative reinforcement to extinguish unwanted behaviours. That is not the case with CBE where the learner is the centre of the learning process. All is done according to the need and the aptitude of the learner.

The concern or emphasis of Behaviourism is observable indicators that learning is taking place. Contrasting this view of learning is the emphasis of cognitive psychologists who equate learning with the mental processes of the mind.

Behaviourists do not deny the existence of these mental processes. In fact, they acknowledge their existence as an unobservable indication of learning. CBE combine observable behaviour and mental process to have a practical indicator.

In connection with Competency-Based Language Teaching shares the behaviourist view of learning that “certain life encounters call for certain kinds of language” (J. C. Richards & T. Rodgers, 2001, p.143). Another key aspect of both language and learning theory is the so called “mosaic approach to language learning” (J. C. Richards & T. Rodgers, 2001, p.143), which assumes that language can be divided into appropriate parts and subparts.

2.1.3. Cognitive, constructivist theories in CBLT

Cognitive and constructivist theories influenced seriously competency-based education. Constructivism is an epistemology, a learning or meaning making theory that explains the nature of knowledge and fosters discovery learning (P. J. Hartfield, 2010 and L. D. Kantar, 2013). Constructivism has emerged as one of the greatest influences on the practice of education in the last twenty-five years. Teachers have embraced constructivist-based pedagogy with an enthusiasm that is rare in these days of quick fixes and a shopping mall approach to school improvement. For many teachers, the focus on constructing meaning in the teaching-learning process resonates with prior beliefs because constructivist-based instruction firmly places educational priorities on students' learning.

In addition, the meaning of constructivism varies according to one's perspective and position. Constructivism as applied to education is a relatively recent phenomenon primarily derived from the work of Swiss developmental psychologist J. Piaget (1973) and Russian Psychologist L. Vygotsky (1978).

For J. Piaget, knowledge construction takes place when new knowledge is actively assimilated and accommodated into existing knowledge. Furthermore, Piaget's constructivist stances are seen in his belief that our understandings of reality are constantly being revised and re-constructed through time and with respect to exposure to new experiences. "What remains is construction as such, and

one sees no ground why it should be unreasonable to think it is ultimate nature of reality to be in continual construction instead of consisting of an accumulation of ready-made structures" (J. Piaget, 1970, pp. 57-58).

The social-constructivism is rooted in cognitive psychology. It is attributed to the famous Russian psychologist, L. Vygotsky. As far as he is concerned, knowledge is socially constructed and then human are agents, observers or participants. This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings. The most important elements in this theory are the assumption that human beings elucidate their experience by creating a model of the social world and the way that it functions and, the belief in language as the most essential system through which humans construct reality

2.2.Social-constructivism in the competency-based language teaching

The social-constructivism in CBLT is presented through the way it is developed in oral language teaching, and in the classroom.

2.2.1. Social-constructivism in oral language teaching

The central idea of social constructivism is that human learning is constructed. Knowledge is constructed through social interaction and it is a shared rather than an individual experience (L. Vygotsky, 1978). The socialisation of the learning favours the oral abilities that require interaction. The learning is focused on learners and promotes their active participation. It enables learners to construct orally their own meanings by critical thinking. As they manage to construct their own knowledge depending on their own reality.

The new tendencies in the teaching of oral EFL is the use of language to communicate. Therefore, social-constructivism can suit with communicative language teaching. According to J. C. Richard and T. Rodgers (2001) communicative language teaching shares some features with CBLT. CLT, along with social-constructivism and CBLT, focuses on "language as a tool for

communication rather than on language knowledge as an end in itself' (D. Nunan, 2007).

2.2.2. Social-constructivism in the classroom

In social constructivist classroom, the emphasis is placed on learning through social interaction, and the value is placed on cultural background. For L. Vygotsky, culture gives the child the cognitive tools needed for its development. Adults are the canals for the tools of the culture in the learner's environment. The tools include language, cultural history, social context, and more recently, electronic forms of information access.

In social constructivist classrooms, collaborative learning is a process of peer interaction that is facilitated and structured by the teacher. Discussion can be encouraged by the presentation of specific notions, problems or situations. It is conducted by effectively directed questions, the introduction and elucidation of concepts and information, and references to previously learned material. According to the organisation of the classroom, one can have:

Reciprocal Teaching: where a teacher and 2 to 4 students form a collaborative group and take turns leading dialogues on a topic. Within the dialogues, group members apply four cognitive strategies: questioning, summarizing, clarifying and predicting. This creates a Zone of Proximal Development (ZPD) in which learners gradually assume more responsibility for the material. The ZPD is defined as the distance between what a student can do with and without help (L. Vygotsky 1978). It is used to explain the social and participatory nature of teaching and learning. Through collaboration, they develop group expectations for high-level thinking, and acquire skills vital for learning and success in everyday life.

Cooperative Learning: more expert peers can also outgrowth children's development along as long as they adjust the help they provide to fit the less mature child's ZPD.

Situated Learning proponents argue that knowledge cannot be taught in an abstract manner, and that to be useful, it must be situated in a relevant or “authentic” context. Knowledge to be active should be learned:

- In a meaningful context
- Through active learning

Anchored Instruction is an attempt to help learners become more actively engaged in learning by situating or anchoring instruction around an interesting topic. The learning environments are designed to provoke the kinds of thoughtful engagement that helps students develop effective thinking skills and attitudes that contribute to effective problem solving and critical thinking. Anchored instruction emphasizes the need to provide learners with opportunities to think about and work on problems and emphasizes group or collaborative problem solving.

2.3. Social-constructivism in investigating the oral performance of learners

To conduct the present study, some features of social-constructivism need to be taken into account: the social environment of the learner, the social interaction, the peer interaction.

2.3.1. Social and cultural environment

Social and cultural environment are the key elements of social-constructivist theory. To some extent, they permit to differentiate the social-constructivism to constructivism. The learning process requires taking into account the environment of the learner. In this study, the integration of the social and cultural environment of the learners in the learning process can be observed in the way learners use vocabulary items to talk about themselves and about their environment.

The role of the learners’ social environment in the construction of his knowledge is central to this theory. Learners actively engage in generating then

transforming pattern by means of which they construct realities. This interaction is not only direct or physical but also internal and two-sided or multi-sided. Consequently, the learning and development occurs through interaction with external world such as people.

L. Vygotsky insists on the importance of the language in interaction with people because it is by means of language that culture is transmitted, thinking develops and learning occurs. L. Vygotsky extended the emphasis on culture and society in his argument that all higher mental functions are social in origin and are embedded in the context of the socio-cultural setting.

From the very first days of the child's development, his activities acquire a meaning of their own in a system of social behaviour and, being directed towards a definite purpose, are frequently refracted through the prism of the child's environment. The path from object to child and from child to object passes through another person. This complex human structure is the product of a developmental process deeply rooted in the links between individual and social history. (Vygotsky, 1978, p. 30)

Language itself makes no sense and has no meaning outside the cultural setting in which it is spoken. They are intricately interwoven with each other. Some people believe that the knowledge of other cultures is as important as proficiency in using their language. As learners learn about language, they learn about culture and as they learn to use a new language, they learn to communicate with other individuals from a new culture. According to L. Wittgenstein (1922, p148) quoted by S. Ratcliffe (2011), “the limits of your language are the limits of your world”

2.3.2. Peer interaction

According to L. Vygotsky (1978), working in groups is a way to increase one's knowledge through interactions between both novice and advanced learners.

Learners need to interact in order to develop their oral skill. Peer interactivity can be analysed through the types of activities learners perform in the classroom. Activities such role plays and drills are suitable to conduct this learning.

The higher mental functions that L. Vygotsky refers to are primarily inter-psychological (group) processes and originate between and among individuals. These functions move to an intra-psychological (individual) plane by a series of mechanisations determined by the individual's mental processes. That is, learning may be viewed as being first developed in small group settings that are precursors to the intra-psychological, that is, individual processes.

In language learning, the interaction with others can be facilitate by the integration of language skills. When a skill is isolate, in the teaching process, it prevents learners to interact in peer. It is a correlated process. Therefore, peer work requires skills in pairs like in real life situation. Listening and speaking need to be connected to favour the oral language teaching in social context. In the frame of the current study, skills integration can be check through a curriculum analysis.

2.3.3. Social interaction

The social interaction consists to analyse the extent to which the curriculum favours the interaction between school and society. After the training at school, learners need to use what they learn in real world situation. Therefore, it requires integrating in the curriculum the language competencies the learners will be confronted to in the society. Another aspect that must be taken into account is the tool. The tools used in the classroom must be authentic. It means they must be similar to those used in real world situation.

L. Vygotsky's theories enlightened the role of the greater community and the role of the individual in the learning. For him, language is first interpersonal, between the child and the external world, and then becomes intrapersonal:

The greatest change in children's capacity to use language as a problem-solving tool takes place somewhat later in their development, when socialized speech (which has previously been used to address an adult) is turned inward. Instead of appealing to the adult, children appeal to themselves; language thus takes on an intrapersonal function in addition to its interpersonal use. (L. Vygotsky, 1978, p. 27)

Competency-based language teaching rooted from many theories. It drew its outcome feature from Taylorism and behaviourism, the individualisation of the learning came out of constructivism and social characteristic derived from socio-constructivism. All theories put together give competency-based approach its authenticity. However, its social character motivates the choice of social-constructivism to conduct the present study. Its principles suit perfectly with the principles of competency-based approach.

CHAPTER III: METHODOLOGICAL FRAMEWORK

To observe and evaluate the oral performance of the students of 3eme in order to know the impact of CBLT on them, a clearly detailed and laborious methodology must be followed. This chapter, divided into four (4) main sections, presents the target under study, and the different tools used to conduct the study. The first section deals with the research design and the second section deals with the data collection tools, the third section is about the data collection methods and the last section is about the data analysis procedure.

3.1. Research design

3.1.1. Presentation of the school

The study is carried in College Moderne of Guiembe (CMG) a public school located in the North of Côte d'Ivoire in the region of Korhogo. The school was opened in 2007 in a temporary site built for a primary school.

For this academic year (2021-2022), there are fifteen (15) teachers among which three (3) English language teachers for more than eight hundred (800) students. Almost all teachers are Bivalent⁵ teachers. In addition, there are six (6) classrooms for the twelve (12) classes. There is an insufficiency of classrooms to shelter the available classes. However, 3ème students do not face difficulties to be taught English three times a week because they have permanent English language teachers.

3.1.2. Target population of the study

The Students under study are in “troisième” the fourth form of secondary school. They are two hundreds forty-eight (248) students. They are divided into four (4) classes. Their ages ranged from thirteen (13) to nineteen (19). Among these students, there are one hundred thirty-six (136) female students and one hundred seventeen (117) male students. Some among them are repeating the class of

⁵ A secondary school teacher who teaches two subjects

“troisième”. They are fifty-seven (57). Among them, there are thirty-two (32) girls and twenty-five (25) boys.

So, it follows that those who are attending the class for the first time are one hundred eighty-six (186). Among these latest ones there are one hundred eight (108) female students and seventy-eight (78) male students. Four (04) students among them come from other school.

3.1.3. Sampling Methodology

As it is not possible to observe all the students, the study will be done on the students of 3ème4. They are fifty-seven (57) students. Their ages ranged from thirteen (13) to nineteen (19). Among these students there are thirty-two (32) female students and twenty-five (25) male students. Some among them failed the BEPC exam last year. These students are repeating the class of “troisième”. They are twelve (12). Among them, there are five (5) girls and seven (7) boys. Therefore, those who are attending the class for the first time are forty-five (45). Among these latest ones there are twenty-seven (27) female students and eighteen (18) male students. One (01) student among them come from other school.

L. Cohen et al. (2007) propose four (4) key factors to consider in that process. These factors are: (1) the sample size, (2) the representativeness and parameters of the sample, (3) the access to the sample and (4) the sampling strategy to be used.

As far as the sample size is concerned, it designates the number of people that will be included in the sample. At this level, for studies that aim using some form of statistical analysis on their data, as it is in the current study, a minimum number of thirty (30) participants is acceptable, however, some experts advise considerably more (L. Cohen et al. 2007, p.101). The sample of this study is composed of fifty-seven (57) participants. Focusing on L. Cohen (2007) this sample is acceptable

The sample is representative. The classes are designed in order to have the same amount of girls and boys, the same amount of students coming from 4ème and the

same amount of students that resume the class of 3ème. Therefore, all the classes have the same features.

Concerning the accessibility of the sample, they are accessible. They have classes from Monday to Friday. Researcher have just to master their timetable to know at what moments they have classes. In addition, almost all the students live in Guiembé and in nearer village.

The last factor to take into account is the sampling strategy to adopt is a probability sample, the researcher can choose any member of the whole population to participate to the inquiry. Therefore, if a student of 3ème4 was missing, another student from the other classes can replace him/her. This is favoured by the representativeness of the sample.

3.2. Procedure of data collection

The data collection procedure refers to the description of the actual implementation of the data collection. The data are collected in three ways; questionnaire, classroom observation and curriculum analysis. First, before the actual day of the administration of the questionnaire, the researcher went to meet the headmaster of the school three days before. The day of the administration, the questionnaire will be administrating to the students during a break. The questionnaire is designed in French to facilitate the comprehension.

After the administration of the questionnaire, the classroom will be observed to check the veracity of what the students said. The observation consists in observing students while they are performing during a problem-solving task. Problem-solving task or communicative activity is the third session of a lesson that is considered as the integrative phase in the Ivorian CBLT. After being taught some vocabulary words and some language function, students are given a task to be performed according to the skill allocate to the unit. The task of the researcher consists to observe the students when they are performing and to note what he notices on an observation guide. Then, the researcher analyses the national program

to know if it fits with the CBLT approach and if it can help students to improve their oral performances.

3.3. Tools of data collection

3.3.1. Classroom observation

As the name indicates, it is the way of collecting data through observing. It is a qualitative research method that aims to observe and analyse the targets in their natural world setting. Observation as a data collection method can be participatory or non-participatory, structured or unstructured. With participant observation, researchers actively participate in the study itself. In addition to observing behaviours, a researcher might conduct interviews, take notes, look at documents, and take photographs.

In non-participant observations, an outsider to a particular situation typically watches, takes notes, and analyses the language in use in a particular place. Alternatively, an outsider might make observations of what is going on in another teacher's English classroom, without participating at all. "The main point is that observations of some kind are being made but those observations are being made by someone who has an *etic perspective*" (J. D. Brown, 2017, p73).

Naturalistic or unstructured observation occurs directly in the environment where the phenomenon occurs. The observations are made as unobtrusively as possible with the researcher not directly interacting with the participants in any way. Unstructured observation is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives.

With structured observation, researchers do not observe in the natural setting, but instead in a lab or a simulated environment. A structured observation is meant to observe a specific, limited set of behaviours. This method is less natural, but enables less variables to be at play. In structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule.

The current study is a non-participant and a structured observation. The study is taking place in a classroom. The classroom is not a natural environment. Therefore, it focuses on specific and limited behaviour. The researcher is not a participant. He observes them and fill in the checklist.

3.3.2. Questionnaire

Questionnaires stand for “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them from among existing answers” (J. D. Brown, 2001, p. 6). In this study, the questionnaire intends to investigate the unobservable difficulties learners have to perform oral English. Questionnaire are easier and less time consuming to administer, (J. D. Brown, 2017). They require prior understanding the relevant issues (M. H. Long, 2005).

Questionnaires are very handy indeed and “amongst the most common research tools that ELT researchers use, mainly because they are useful, versatile, quick to implement, and the data they generate can be analysed relatively quickly and easily” (C. Coombe & P. Davidson, 2015, p. 217). The categories of questionnaires explained next in this section (biodata, opinion, self-ratings, judgmental ratings, and Q-sort items) are listed separately because they serve different purposes and because items for each are often grouped together. Any of these may consist of open response or closed-response items.

Open-response items allow the respondent to write their answer or reaction in their own words. Open-response items generally lend themselves to more qualitative analyses. They have the advantages of being exploratory, that is, the results are not restricted to preordained categories, are in the words of the respondents, and may therefore provide surprising results or new ideas. However, open-ended items have the disadvantages of being difficult to answer (especially if the respondent is a learner of English), of often getting low response rates, and tending to draw answers only from respondents who are for some reason unhappy or negative about something.

Closed-response items require the respondents to select from among existing possibilities. Closed-response items generally lend themselves to more quantitative analyses. They have the advantages of being easy to answer and therefore getting relatively high response rates. However, such items only get answers to questions that are asked (that is, there are no surprises) and even those answers tend to be restricted to preordained categories. I have always used both open- and closed-response items on my questionnaires because I want to benefit from the advantages of each type. Again, the biodata, opinion, self-ratings, and judgmental ratings items described here can be either open-response or closed-response items.

For this study, the questionnaire will combine both Open-response items and close-response items. This will help students to add the forgotten request.

3.3.3. Document analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. It is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Documents contain text (words) and pictures that have been recorded without a researcher's intervention. For the purposes of this discussion, other mute or trace, evidence, such as cultural artefacts, is not included.

In this study, the curriculum is analysed in order to check its conformity with the competency-based approach. It is a *Positivistic approach to document analysis*. The positivistic approach to document analysis looks for supposed factual evidence or corroboration to affirm or discard a hypothesis. The main positivistic approaches comprise of confirmation of fact, content analysis, qualitative document analysis and historicism as noted by N. K. Denzin (2017).

3.4. Method of data analysis

The first thing that comes to mind when we see data is to find patterns, connections, and relationships. Data analysis is a process of inspecting, cleansing,

transforming, and modelling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. We look at the data to find meaning in it. Similarly, in research, once data is collected, the next step is to get insights from it.

The current research work is a quantitative and a qualitative research. The data resulting from the question are quantitative data and those resulting from the observation and the documents analysis are qualitative data. The quantitative data are analysed in numbers using a Likert-type analysis, converted into percentage, and ranged in tables. While the qualitative data; the observation is analysed through a diagram. As for the document analysis, the analysis of the provided information will be focussed on content analysis of the curriculum and comparison with the principle of CBLT.

3.5. Difficulties encountered and the way of solving them

During the gathering of the data, the difficulties encountered were minor. The difficulty at the level of the class list, and the instability of the students due to the movement of the registrations. In fact, some students have move from a classroom to another. Also, some who went to other school still have their names on the list therefore it was difficult to know the exact students of the targeted class. Therefore, the number of participants during the observation is superior to the number of participants during the questionnaire.

Also, the information provided by students on their age and learning experience are different from those containing in their register.

CHAPTER IV: DATA PRESENTATION AND ANALYSIS

This chapter presents the results of the data collected through the questionnaire, the observation of the oral performance of the students and the documents analysis. The ‘raw material’ collected are to be analysed in this chapter to become meaningful. The data is first presented and the findings are analysed next.

4.1. Presentation and analysis of the qualitative Data

4.1.1. Data of the classroom observation

The data are presented into four sections by the means of diagrams. The first section is about speaking competence, the second section is about understanding, the third section is about the conversational competence and the last one is about the reading competence. The diagrams below are the descriptive statistics of the results.

SECTION A: speaking competence

In this section, the students of 3ème4 are observed during a communicative activity (Session 3) where they are asked to share with their classmate how they spent their holidays, in order to test their speaking competence. The research being a non-participatory research. The researcher does not participate. The topic they discuss is the following:

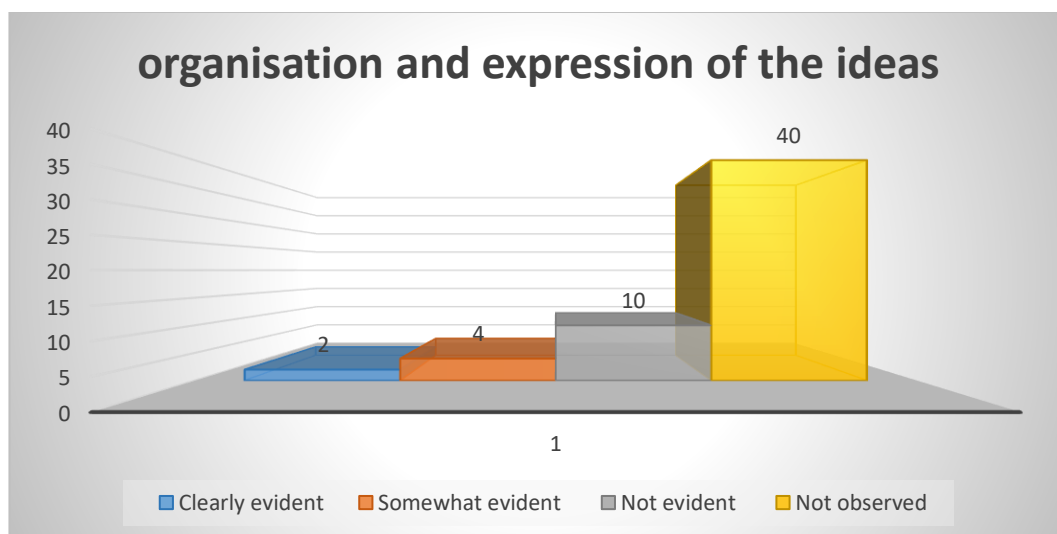
Your Ghanaian friend come to visit you. He wants to know how you spent the last holidays. Tell him:

- *Where you went;*
- *How you went there;*
- *What you did.*

The students are acting in pairs. Before performing, they are given five to ten minutes to prepare the dialogue. One represents the Ghanaian friend and the second one is the student of Guiembé. The dialogue is prepared by taking into account the

vocabulary words and language function learned during the session 1 and the session 2.

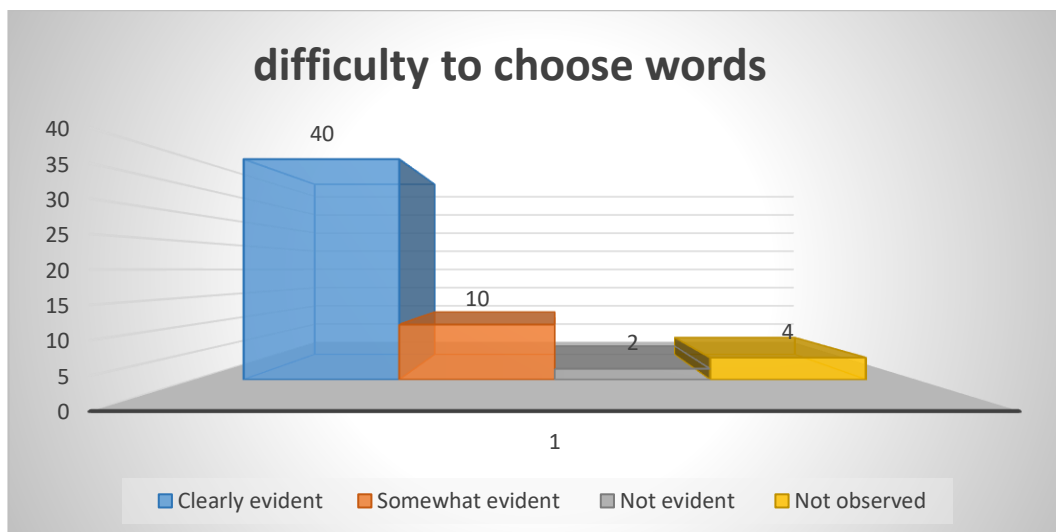
Diagram II: Organisation and expression of ideas



The diagram above shows that the majority of the students do not organise and express their idea in a meaningful way. These students are forty (40) they represent 71.42% of the participants. Only two (02) of them clearly do it, four (04) somewhat do it sometime and ten (10) do it rarely.

The diagram clarifies the doubt expressed in the questionnaire concerning the organisation of the ideas. The performance of the students shows that they do not organise their ideas in a meaningful way before performing.

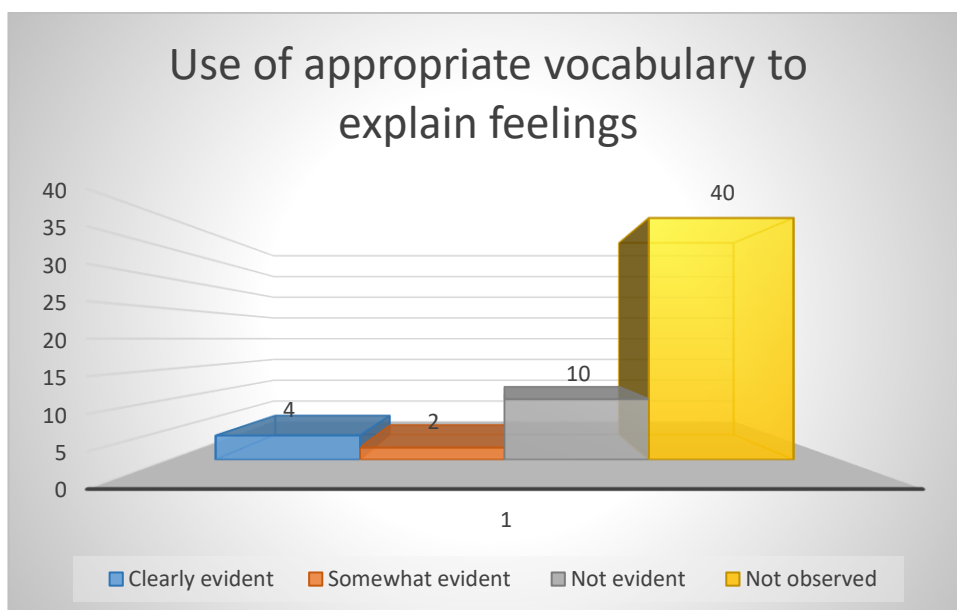
Diagram III: Choice of words



The diagram above shows the difficulty learners have to reflect on the words they want to say. Forty (40) participants about 71.42% have serious difficulties and only four (04) succeed to overcome these difficulties.

The difficulty to choose the words is obvious, as the majority of them do not organise their ideas. This non-organisation is likely to impact their speaking performance.

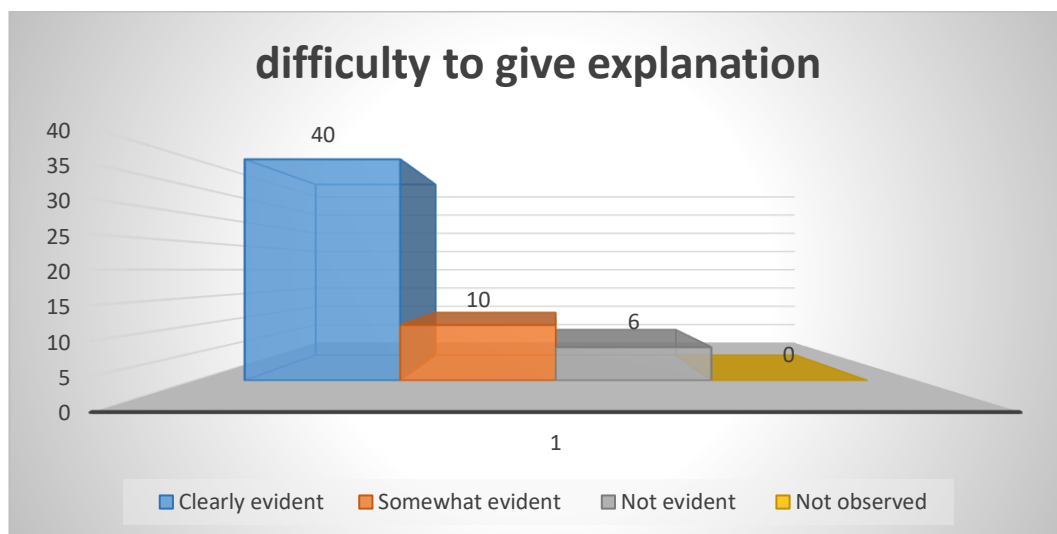
Diagram IV: vocabulary usage



The wrong usage of the vocabulary is depicted in this diagram by the amount of learners. Forty (40) students about 71.42% that cannot use vocabulary appropriately to explain what they feel. Only four (04) about 7.14% succeed, 3.57% sometime succeed, and 17.85% are trying.

This inappropriate usage of words derives from the non-preparation of the ideas. As the ideas are not organised, the words to explain feeling become difficult to find. Therefore, when some students want to force, they use to stammer, when they cannot explain. Other use to interfere French words or their native language. It is also common to hear some Spanish words like “senor”.

Figure IV: difficulty to explain



Results from the diagram above show that forty of the learners observed (71.42%), have difficulty to explain things, ten (10) participants (17.85%) sometime have difficulties, and six among them (10.71%) rarely have difficulties.

It is difficult for them to explain what they say because they do not organise their idea very well. They do not have enough vocabulary to organise their ideas. In addition, the vocabulary words they learn in the classroom do not suit with their environment. Moreover, the mispronunciation of words emphasises it.

To sum up, the oral performance difficulties link to speaking resulting from the non-preparation of the ideas by the learners. As they are beginners, they do not acquire enough experience that help them to set up the automatism. Therefore, they cannot do improvisation. They always need to prepare their ideas before interacting. If not, they stammer or introduce French language or their native language in the discussion.

Section B: Understanding spoken language

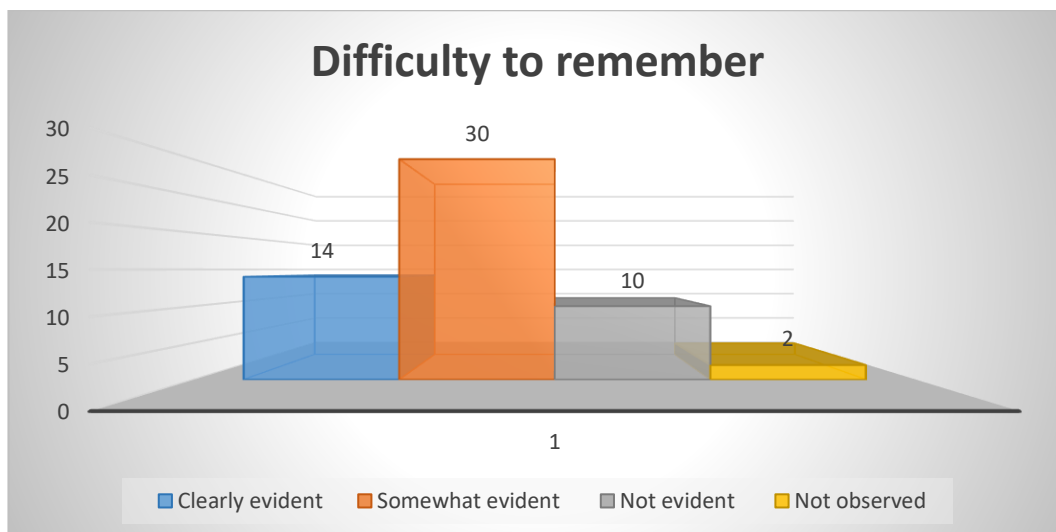
The students of 3ème4 are observed during a communicative activity (Session 3) where they are asked to share with their classmate how they spent their holidays, in order to test their understanding of the spoken language. The research being a non-participatory research. The researcher does not participate. The topic they discuss is the following:

you are talking with your Ghanaian friend about your holidays when you were at primary school;

- *Ask him/her what he used to do at primary school;*
- *Ask him/her what he would do at primary school*
- *Tell him/her what you used to do and what you would do at primary school.*

The students are performing in pairs. Before performing, they are given five to ten minutes to prepare the dialogue. One represents the Ghanaian friend and the second one is the student of Guiembé. The dialogue is prepared taking into account the vocabulary words and language function learned during the session 1 and the session 2.

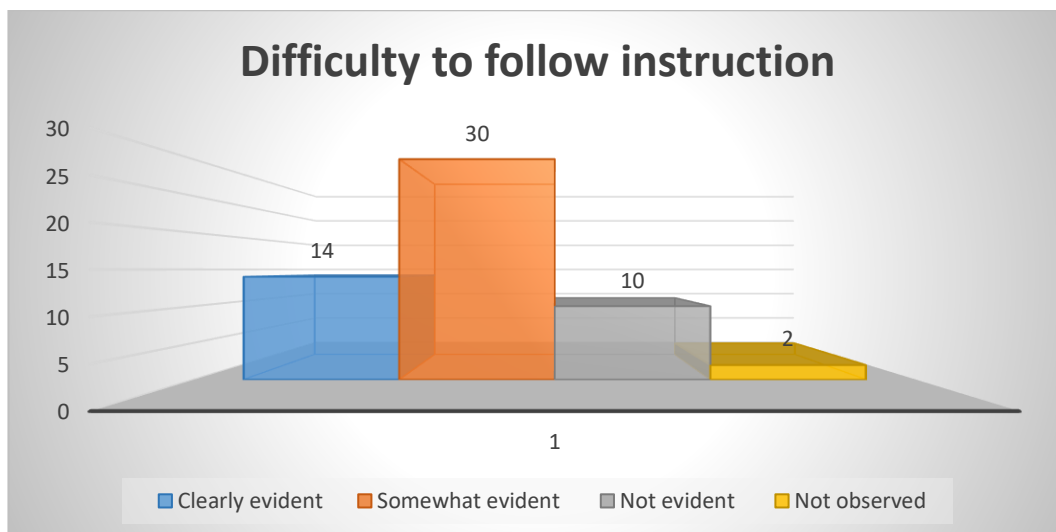
Diagram VI: Memorisation



The majority of the learner, about 53.57%, sometimes have difficulties to remember what others say. 25% always have difficulties. Only 3.57% never have problems and 17.85% rarely have difficulties.

The data confronted to data of the questionnaire shows that the students have difficulties to remember what other said. It may be linked to the fact that they do not understand what is said or they do not pay attention to other speaking. The fact that they are not always exposed to the language can also be the cause. As they do not live in an English-speaking environment, they do not have the habit to memorise English words. Therefore, the mind is resisting to the new language. It can also be because the learner is not interesting in learning the language.

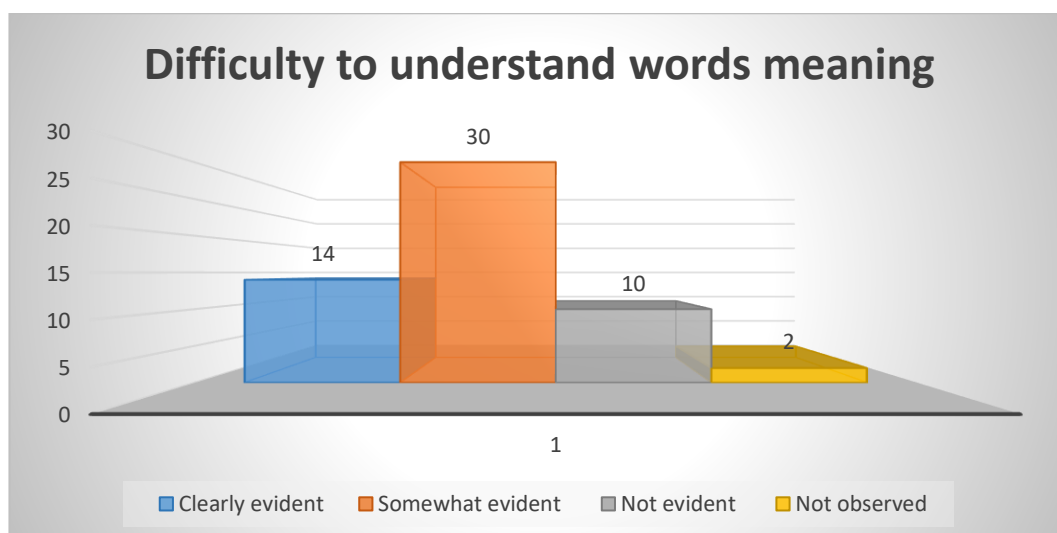
Diagram VII: Instruction



The majority of the learner thirty (30) about 53.57% sometimes have difficulties to follow instructions. Fourteen (14) about 25% always have difficulties. Only 3.57% follow instructions easily and 17.85% rarely have difficulties.

The understanding is link to the memorisation. To understand an instruction, you need to memorise it. Understanding and memorisation go along. the teacher explains several time in English and as they do not understand, he uses French language. Even so, some still have difficulties to follow instruction. This can also be justified by the demotivation link to the strange content they are sometimes taught.

Diagram VIII: Meaning of words



The majority of the learner thirty (30) about 53.57% somewhat have difficulties to understand the meaning of words. Fourteen (14) about 25% clearly have difficulties. Only 3.57% simply understand meaning, and 17.85% rarely have difficulties. The misunderstanding of the words meaning is first noticed in the inability to follow the instructions. It is also linked to the capability to memorise words. Most of the time they forget what they have been taught.

Section C: Conversation competence

The students of 3ème4 are observed during a communicative activity (Session 3) where they are asked to share with their classmate their memories of the primary, in order to test their understanding of the spoken language. The research being a non-participatory research. The researcher does not participate: the topic they discuss is the following:

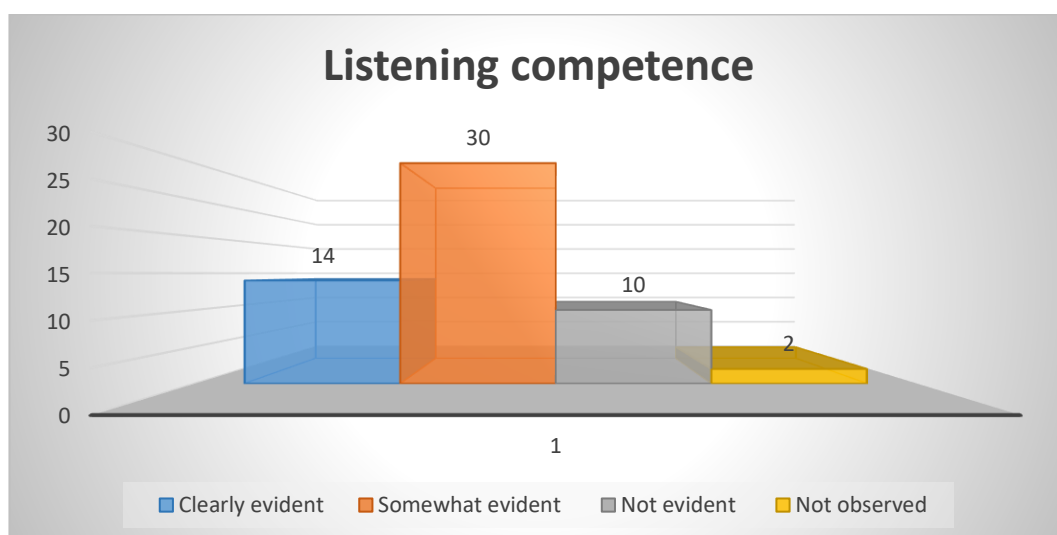
You are talking with your Ghanaian friend about your holidays when you were at primary school;

- *Ask him/her what he used to do at primary school;*
- *Ask him/her what he would do at primary school*

- *Tell him/her what you used to do and what you would do at primary school.*

The students are performing in pairs. Before performing, they are given five to ten minutes to prepare the dialogue. One represents the Ghanaian friend and the second one is the student of Guiembé. The dialogue is prepared taking into account the vocabulary words and language function learned during the session 1 and the session 2.

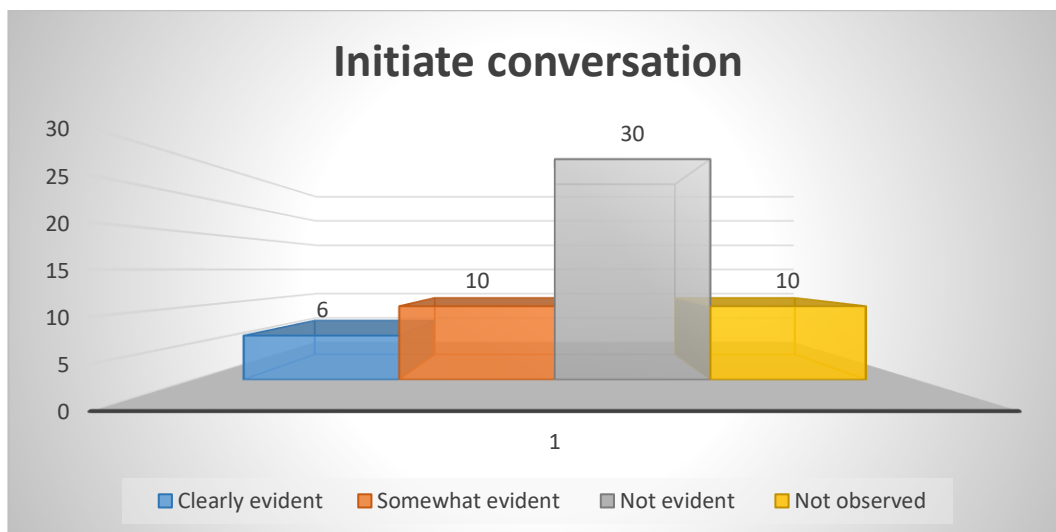
Diagram IX: Listening competence



The diagram above show that 25% of the learners, fourteen (14) students listen to another person talking, 53.57% sometimes listen, 17.85% rarely listen and 3.57% never listen. It means that the majority of the students do not take time to listen to their co-speaker.

They sometime speak at the same time with their co-speaker. This is because they cannot understand what s/he said.

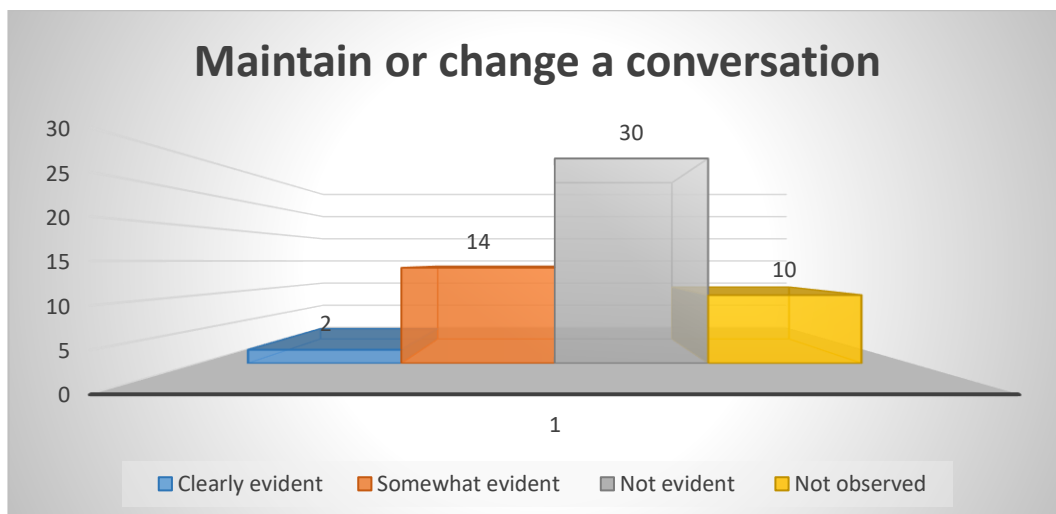
Diagram IX: Initiation of conversation



The outcome of the diagram above shows the ability of the learners have difficulty to initiate a conversation. Only six (06) of them about 10.71% are able to initiate a conversation without interruption. Ten (10) learners, representing 17.85%, try to initiate conversation, thirty (30) representing 53.57% have difficulty to initiate while ten (10) others representing 17.85% do not try to initiate a conversation.

This can be because they are not selves-confident, or they have a poor vocabulary. This is also linked to the above difficulties listening and speaking. To conduct an oral conversation, you need to master these skills.

Diagram XI: Topic discussion



The data of the diagram above show the aptitude of the learners to maintain or change a topic. Only six (06) of them, about 3.57%, are able to maintain or change a conversation. Fourteen (14) about 25% try to maintain or change a conversation, thirty (30) representing 53.57% have difficulty to initiate the conversation while ten (10) others representing 17.85% do not try to initiate a conversation. The corollary of all the difficulties mentioned above is the inability to conduct a conversation. How can someone conduct a conversation if he/she cannot organise his/her idea and understand what the other is saying? This can be linked to the inability to speak.

4.1.2. Data of the documents analysis

This part consists in analysing the English teaching program, by contrasting it to the principle of the competency-based approach. This analysis will enable us to know if the competency-based language teaching is operationalised in the English language-teaching curriculum. First, the use of the language is analysed, then the planning of the courses is analysed.

Table I : Planning of the skills

Item 17: how the four skills are planned in the national programme					
Skills	Speaking	Writing	Listening	Reading	Total
Periods	From September to November	From November to January	From January to March	From March to may	94 hours
weeks	8	8	8	8	
Times	24 hours	24 hours	24 hours	24 hours	

The table above shows the planning of the curriculum. According to this planning, the learners have 24 hours to learn a skill and 94 hours to learn all the skills. In this planning, skills are learning separately. Moreover, there is no integrative phase.

The first skill (speaking) is to be learned from September 13th to November 7th. This period is composed of eight weeks. Unfortunately, the classes for “troisième” students started a week after because of the registration. In addition, the first week of the month of November is the period of the all Saints’ Days holidays. Therefore, two weeks are lost for this period. To this, we can add the meeting periods organised by the administration and by the “APFC⁶” to give instruction to teachers. As the English teachers are also Physical Education and Sport teachers, they have to attend two meetings.

The second skill (Writing) is to be learned from November 8th to January 9th. This period is composed of 9 weeks; in these weeks we have to cancel the two weeks of the Christmas Holidays. Therefore, it remains seven (7) weeks to achieve a program of eight (8) weeks. To these two weeks lost, we can add the occasional

⁶ APFC (Antenne de la Pédagogie et de la Formation Continue)

holidays like the international day of peace and the day of health. We also have to cancel a week for activities of the end of the first term.

The third skill (Listening) is supposed to start from January 10th to March 6th. This period is composed of eight (8) weeks. A week of holiday will be cancel and week for the mock exam. Also, there are some occasional holidays and meeting that contribute to reduce the learning time.

The fourth skill (Reading) actually starts from March 7th to May 8th. A period of eight (8) weeks. From these eight (8) weeks, two weeks will be cancel for Easter holidays. Two (2) additional weeks will be cancel for the second mock exam and the national exam of PES⁷

The learners lost at least ten (10) weeks within the thirty-two (32) weeks period of learning. To these, we can add the occasional interruption that occur. Consequently, as skills are taught apart, last skills of the programme namely reading and listening are executing in certain rush or generally are not executed in the lower classes of the cycle (6^e, 5^e and 4^e).

Table II : Planning of lessons per unit

SKILL												
	Lesson1			Lesson 2			Lesson 3			Revision		
Entry	S ⁸ 1	S2	S3	S 1	S2	S3	S 1	S2	S3	Rev ₉	Eval ₁₀	Reme _d ¹¹
Conte nt	Voc + Lang	Voc + Lang	Com activity	Voc + Lang	Voc + Lang	Com activity	Voc + Lang	Voc + Lang	Com activity			
Time (min)	55	55	55	55	55	55	55	55	55	55	55	55

The above table present the structure of a unit. The unit is composed of three (3) lessons and revision – evaluation – remediation sessions. Each lesson is composed of three sessions. The two first sessions of each lesson comprised

⁷ PES (Physical Education and Sport)

⁸ Session

⁹ Revision

¹⁰ Evaluation

¹¹ Remediation

vocabulary and language function or grammar lessons. And the third session is a communicative session during which learners put into practice what they learn during the two first sessions. This table is available for all the skills. It means that all the skills are taught in the same way. A unit deals with only one skill.

4.2. Data of the quantitative analysis

This part deals with the presentation and the analysis of the data resulting from the questionnaires. It is divided in three (03) sections; section 1: personal information, section 2: oral performance and the section 3: curriculum performance. The tables below are the descriptive statistics of the results.

Section 1: personal information

Table III: student's sex distribution

Item 1: Students' sex		
Sex	Number of participants	Percentage (%)
Male	24	45.28%
Female	29	54.72%
TOTAL	53	100 %

The table above shows the participants according to their sex. 24 students representing 45.28 % of the sample are male students. While 54.72 %, that is 29 students are female students. The amount of girl is superior to the amount of boys. Through this unequal repartition, we can say that girl schooling is reality in the area of Guiembé. People starts giving a priority to the education of girls. According to UNICEF, investing in girls' education transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young and less likely to lead healthy, productive lives.

Table IV: students' age

Item 2: Students' age						
Age intervals	Number of participants					Percentage (%)
	Male	%	Female	%	Total	
13-16	19	79.16%	17	58.62%	36	67.92%
17 -19	4	16.66%	12	41.37	16	30.18%
19+	1	4.16	0	0%	1	1.88%
TOTAL	24	100%	29	100%	53	100

As it is shown in the table above, 67.92% of the participants including both male and female are between thirteen (13) to sixteen (16) years ago. While 30.18% students are between seventeen (17) and nineteen (19) years. In addition, 1.88% representing one (1) student is more than nineteen (19).

It means that the majority of the students are teenagers. Teenager can be a particularly challenging age group to teach. To keep up, teenagers must be able to seize opportunities and confront challenges. They need education and skills to become lifelong learners, to secure productive work, to make informed decisions and to engage in their communities.

Table V: students' learning experience

Item 3: Students' learning experience						
English learning experience	Number of participants					Percentage (%)
	Male	%	Female	%	Total	
4 years old	13	54.16%	18	62.06	31	58.49%
More than 4	11	45.83	11	37.93%	22	41.50%
TOTAL	24	100%	29	100%	53	100%

Among the students, the majority (58.49%) have been learning English for four (4) years whereas the minority (41.50%) has been learning for more than four (4) years. The latest have doubled at least one class for some and others start learning English from primary school.

The information provided by these tables; such as difference of sex, age and learning experience show that this class is a heterogeneous class. Having students with Mixed-English abilities in one class can be one of the most challenging problem faced by teachers of English as a Foreign Language (EFL) class at schools. Their English proficiencies are various, some of them are slow in learning English while others are faster. Those who have the lowest level hide behind those who have the highest level and do not interact.

On the other side, the students have more collaborative learning activities to enhance their English language skills. The fast learners could sharpen their language skills by assisting their slow counterparts and it will advantage the slow ones as well to comprehend the taught material. Indeed, this collaboration will increase both knowledge and respects among them.

The difference of learning proficiencies in heterogeneous classes can be overcome by Competency-Based Language Teaching through the individualisation of the learning.

SECTION II: Oral performance

A: speaking competence

Table IVI: Organisation and expression of ideas

Item 4: Organises and expresses his ideas in a way that is meaningful to others				
Always	Sometime	Rarely	Not at all	Total
0	34	11	8	53
0%	64.14%	20.75%	15.09%	100%

The table above shows that the majority of the students say that they sometime organise and express their idea in a meaningful way. This is represented by the rate of 64.14%. None of them always does it, 20.75% do it rarely and 15.09% never do.

This can be considered as a doubt. They are not truly selves-confident. This is why none of them said that s/he always organises his/her ideas before speaking. This is also part of the obstacles to their oral performance.

Table VII: Choice of the words

Item 5: Have difficulty thinking of the words he wants to say				
Always	Sometimes	Rarely	Never	Total
8	33	11	1	53
15.09%	62.26%	20.75%	1.88%	100%

The table above shows the difficulty learners have to think of the words they want to say. 62.26% say they sometimes have difficulties with the choice of the words. Only 1.88% representing one (01) student do not have these difficulties.

This item confirms the doubt that is expressed in the previous item. If most of them sometime have difficulties to think about the words they want to say, it is because they do not take time to organise very well their ideas. Therefore, when they have to perform, they start thinking about words and it becomes difficult.

Table VIII: vocabulary usage

Item 6: Uses appropriate vocabulary to explain how he/she feels				
Always	Sometime	Rarely	Never	Total
6	28	13	5	53
11.32%	52.83%	24.52%	9.43%	100%

The wrong usage of the vocabulary is depicted in this table by the amount of learners 11.32% who say to be able to use vocabulary words appropriately to explain what they feel. The majority of the learners 52.83% are in doubt, they are not sure to be able to use it appropriately. Only five (5) students about 9.4% agree that they cannot use vocabulary word appropriately. This wrong usage derived from the non-preparation of the ideas. Therefore, it is difficult for them to think about words, they randomly use words without taking into account the meaning and the context.

Table IX: Participation to speaking class

Item 7: participation to speaking class			
Participated	Not participated	I do not know	Total
46	1	6	53
86.79	1.88	11.32	100%

This table shows that almost all the students have participated to a speaking class. Only one (01) student says to have never participated to a speaking class and six (06) say they do not know if they have participated to a speaking class or not. They have participated to speaking classes from 6ème to 3ème.

This large participation to speaking classes is obvious. From 6ème to 3ème, the first two (02) units deal only with speaking.

To sum up, the difficulties link to speaking is caused by the non-preparation of the ideas by the learners. As they are beginners, they do not acquire enough experience that helps them set up the automatism. Therefore, they cannot do improvisation. They always need to prepare their ideas before interacting. If not, they stammer or insert French language or their native language in the discussion.

B: Understanding spoken language

Table X: Memorisation

Item 8: Have difficulty remembering things people say				
Always	Sometimes	Rarely	Never	Total
4	7	40	2	53
7.54%	13.20%	75.47%	3.77	100%

The above table shows that the majority of the students (75.47%) have difficulties to remember what other people say. Only 7.54% can remember and 13.20% make an effort to remember. Unfortunately, 3.77% do not remember at all.

This can result from the fact that they are not always exposed to the language. As they do not live in an English-speaking environment, they do not have the habit to memorise English words. Therefore, the mind is resisting to the new language. It can also be because the learner is not interesting in learning the language.

Table IXI : Instruction

Item 9: Have difficulty to understand spoken instruction				
Always	Sometimes	Rarely	Never	Total
10	13	27	3	53
18.86	24.52%	50.94%	5.66%	100%

The table above shows that more than the half of the respondents (50.94%) have the difficulties to understand spoken instructions in English. Only 18.86% can understand spoken instructions and 24.52% struggle to understand and 5.66% do not understand at all. The understanding is link to the memorisation. To understand an instruction, you need to memorise it. Understanding and memorisation go along.

Table XII : Meaning of words

Item 10: Have difficulty understanding the meaning of words				
Always	Sometimes	Rarely	Never	Total
10	12	31	0	53
18.86%	22.64%	58.49%	0%	100%

Luckily, the majority of the respondents (58.49%) rarely have difficulty to understand the meaning. It does not mean that they can participate to a conversation. Knowing the meaning of isolated words and being unable to understand instruction or memorise words constitute an obstacle to the interaction.

Table XIII: Participation to a listening class

Item 11: Participation to a listening class			
Participated	do not participate	No idea	Total
42	3	8	53
79.24	5.66	15.09	100%

The majority of the respondents (79.24%) have already participated to a listening class. Almost all the respondents that participate to a listening class. Started the participation from the class of 5ème. It means that they did not attend listening class in all the previous classes and generally in the first level “6ème”. Some respondents are unlucky because they have never dealt with a listening class at all. This explanation above can justify the difficulty that students have to memorise words and understanding spoken instruction. It is because they do not have the habit to do listening activities.

C: Conversation competence

Table XIV : feedback ability

Item 12: unable to give feedback				
Always	Sometimes	Rarely	Never	Total
5	34	14	0	53
9.43%	64.15%	26.41%	0%	100%

As presented in the table above, the majority of the respondents (64.15%) sometime have difficulty to give a feedback. None of the respondent is confident in giving feedback. This can be linked to the difficulties encountered in speaking and listening. Other are unable to give feedback because they do not understand what is said.

Table XV : Initiation of conversation

Item 13: Initiates a conversation appropriately				
able to initiate	Try to initiate	Have difficulty to initiate	Don't try to initiate	Total
4	3	44	2	53
7.54	5.66%	83.01%	3.77%	100%

The respondents cannot initiate a conversation. This is justified by the above table. 83.01 % of the respondents have difficulty to initiate a conversation and only 7.54% said to be able to initiate a conversation. They are not selves-confident, or they have a poor vocabulary. This is also linked to the above difficulties; listening and speaking. To conduct an oral conversation, you need to master these skills.

Table XVI : ability to discuss in English

Item 14: Cannot chat with someone in English without interruption				
Able to chat	Try to chat	Difficult to chat	Unable to chat	Total
2	7	43	1	53
3.77%	13.20%	81.13%	1.88%	100%

The current table is closely linked to the previous table. The answers of the respondents are also similar in both table. 81.13% have difficulties to chat in English and only 3.77% said to be able to chat in English this is inferior to amount of who said to be able to initiate a conversation. It means that some can initiate a conversation but they cannot maintain the conversation while other cannot initiate the conversation but they can follow the movement.

Table XVII : dialogue experience

Item 15: have already had a dialogue in class				
always	Sometime	No idea	Never	Total
33	16	2	2	53
62.26%	30.18%	3.77%	3.77%	100%

The majority of the respondents said that they always have dialogue. However, most of them experiment dialogue only in 3ème. It means that until they start learning English they have never had a dialogue in the classroom. Likewise, 30.18 % of the respondent said that they have dialogue sometime this is not regular. Their answer can match with the precision of the classroom given. This can be also justified by the size of the previous classes. Because of the high amount of student, the shortage of the learning time and the pressure of the programme, it is difficult for the teacher to do some activities such as role-plays.

The difficulties the students have in speaking and listening impact their ability to have an oral conversation. This could be solved through a continual training. Unfortunately, because of the large amount of students per class and the shortage of the learning time, the teachers have difficulty to organise communicative sessions.

Section 3: conformity of the curriculum to the needs and the environment of the learners.

Table XVIII: usage of English language outside the classroom

Item: speak English outside of class				
Always	Sometimes	Rarely	Never	Total
2	20	3	28	53
3.77%	37.73%	5.66%	52.83%	100%

The majority of the respondents (52.83%) do not use English language outside the classroom. For them, English is a mere school subject. Some of the respondents (37.73%) said that they sometimes speak English. It is possible. Even if they live in a French speaking country, thanks to the industrialisation of the country, foreigners come to work for these industries. It is the case of Guiembé. In the surrounding of Guiembé there is a manganese mining society exploited by an Indian company “SHILO MANGANESE”. The majority of these Indian workers cannot speak French. Therefore, it is possible for learner to meet some of them who speak only English.

Table XIX: socialisation of the learning

Item: the situations learned in class correspond to the situations you experience in real life				
Always	Sometimes	Rarely	Not at all	Total
4	20	6	23	53
7.54%	37.73%	11.32%	43.39%	100%

This table shows that 43.39% of the respondents that correspond to twenty-three (23) learners said that they do not meet, at all, the situations learned in the classroom in the real life. They may be right because most of the lessons are not

design according to the reality of the students of Guiembé. For instance, the lesson two (2) (at the airport) of the unit three (03) (travelling); whatever the learning context, it cannot suit to the social need of the learner of CMG. They have never been at an airport. Besides, 37.73% of the respondents sometimes meet these situations in real life. It can be possible because some learner spent their holidays in towns or cities.

Moreover, some lessons such as the lesson three (03) “tchonron soup¹²” of the unit two (02) at home in the program of 5ème is one of the lesson during which learners are more motivated. The tchonron is one of the favourite sauce of Senufo people. Therefore, when the learners notice that their daily routines and their culture is taking into account in the learning contents they are motivated and it helps them to question their environment using the English language.

Table XX: suitability of the vocabulary words and the environment

Items: the words learned in the class are found in the living environment				
Always	Sometimes	Rarely	Not at all	Total
1	9	6	37	53
1.88%	16.98%	11.32%	69.81%	100%

This item is somehow linked to the previous item, in the sense that both of them dealt with the socialisation of the learning. The difference is that the previous items focuses only on the learning context. The present one focuses on the vocabulary words taught inside the learning context. The learners in their majorities (69.81) said that the vocabulary words they had been learning in the classroom are not useful in their environment. This is linked to the fact that the topic dealt with foreign issues. Only one (01) respondent says that he always met these vocabulary

¹² ‘Tchonron’ is one of the favourite sauce of Senufo people.

words in his environment. He may be right, because some students before coming to Guiembé used to live in Korhogo or Abidjan.

Table XXI: achievement of the programme

Item: Have completed the program in previous classes				
Always	Sometimes	Rarely	Never	Total
0	0	22	31	53
0%	0%	41.50%	58.49%	100%

The non-achievement of the programme can be one of the causes of the difficulties met by the respondents. Indeed, none of the learner responds that they had completed the programme in the previous classes. But almost all the respondents said that they have never completed the programme (58.49%) or their rarely completed the programme (41.50%). Those who once completed the programme, it was in the academic year 2020-2021. During this academic (as it was said up), some lessons were cancelled because of the interruption caused by the corona virus disease.

Thus, other completed the programme because they had an exam. For the classes that have exams, teachers struggle to complete the programme. This can be possible only if they go beyond the allocated weekly teaching time (three hours). This is most of the time difficult at C.M.G because of the deficiency of classrooms.

The findings of the questionnaire show that almost all the respondents have difficulties to perform orally in English. These results have to be analysed and confronted to the findings of the observation and the analysis of the curriculum.

CHAPTER V: DISCUSSION OF RESULTS AND SUGGESTIONS

This chapter deals with the results of the research. First, the results are interpreted and discussed. Then, some suggestions are recommended to better the level of the students. Finally, some limitations to this study are acknowledged.

5.1. Interpretation and discussion of the results

The findings of this research show that the learners in their majority have difficulties to perform oral English language. First, learners in the majority cannot organise and express their ideas to make it meaningful by using appropriate vocabulary to explain their daily activities or their memories. The difficulties linked to speaking are due to the non-organisation of the ideas by the learners. As they are beginners, they do not acquire enough experience that helps them to set up the automatism. Therefore, they cannot do improvisation. They always need to prepare their ideas before interacting. If not, they will stammer or insert French language or their native language in the discussion.

Then, the results show that the programme is not tailored according to the environment of the learners of C.M.G. It is now up to the learner to find the vocabulary words related to his/her environment and culture. It means that the curriculum does not take into account the realities of the learners of Guiembé. For example, the first lesson of the Unit 1 in 3^e entitled “My first holidays in my village” was designed according to students living in towns or cities. In this lesson, they are taught some vocabulary words that enable them to talk about their holidays spent in a village. And the same lesson is taught to students living in rural areas like Guiembé. At the end of the lessons, both students that used to spend their holidays in villages and students who used to spend their holidays in town will talk about their holidays. It becomes difficult for those who spent their holidays in town to talk about their holidays because during the lesson, they were not prepared for. It is this kind of situation that CBLT is supposed to solve. The learning must focus on the needs of the learners. This happens because in the curriculum, there is no

room to assess the need of the learner as suggested by competency-based approach (E. Auerbach, 2007).

In addition, it resulted from the data that the learners have difficulty to understand the spoken language. This fact could be considered as a problem of memorisation if they were taught correctly the listening skills. Almost all the respondents that participate to a listening class. Started the participation from the class of 5ème. It means that they did not attend listening class in all the previous classes and generally in the first level “6ème”. Some respondents are unlucky because they have never dealt with a listening class at all. Indeed, as it was discovered in the curriculum, the skills are taught separately, therefore, some students spent almost all the first cycle without attending a listening class. The programme is tailored without taking into account the realities of the academic year. As skills are taught separately in an order, it happens that the skills that are to be taught at the end the year are not taught. This is not linked to the lack of will of the teachers, the programme is not well conceived.

Moreover, the teachers rush to finish the programme because of the pressure hidden behind the programme. Therefore, they do not have time to consider the misconceptions of the students. The time deserved to the revisions is not enough to satisfy the misconception of the students who are said to be at the centre of the teaching. Normally, to move from one competency to another, the students have to master it before. Unfortunately, in the Ivorian curriculum, everything is already set. Therefore, it becomes difficult for teacher to consider the lacks of the learners.

Furthermore, the finding shows that the learners struggle to communicate in English. They make an effort to listen to what others are saying and take the floor when necessary. Unfortunately, they are sometime confronted to the lack of vocabulary words resulting from the non-adapted theme. The difficulties students have in speaking and listening impact their ability to have an oral conversation. This could be solved through a continual training. Unfortunately, the teachers have

difficulty to organise communicative sessions because of the large amount of students per class and the shortage of the learning time.

Lastly, it came out from the studies that some principles of the competency-based approach are not effective in the English teaching curriculum. This ineffectiveness is at the level of the structure, the content and the way of teaching. In fact, the competency-based approach teaching follows some steps as outlined by K. S. Weddel (2006):

- **An assessment of the learners' needs;** it consists for the teacher to be acquainted by the language learning needs, the background and the motivation of the learners in order to tailored a course suitable for them. It is a kind of diagnostic. This step is a necessity in heterogeneous classes.

- **The selection of the competencies:** the selection of the competencies is necessary. J. C. Richards and T. Rodgers (2001, p.144) defined the concept of competency as follows: “competencies consist of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of real-world task or activity”. Therefore, it means that the selection of the competencies takes into account the skills, the knowledge and the behaviour. For a given competency, we can have more than one skill. Unfortunately, in the Ivorian curriculum, the skills are taught separately. An example is given by S. Boukhentache (2020)

For example, in teaching making a phone call, the teacher/syllabus designer needs first to identify and teach the knowledge needed words such as *cell phones*, *hold a call*, *put someone through*, and *hold on*. Then, he/she determines the necessary skills of this task such as *reading correctly phone numbers*, *greeting people on the phone*, and *redirecting calls*. Finally, the course designer decides on the positive attitudes for performing this communicative task such as *being polite*, *using a friendly tone*, and *asking the caller if he/she further needs something else*. After teaching and mastering these elements of the competency of phone calls, the students are invited to apply them in an integrative way in a complex task, in which they make genuine phone calls.

(S. Boukhentache; 2020, p107)

Through this example, it is clear that the most important element around which the knowledge is constructed is the competency not the skill.

The ineffectiveness of competency-based language teaching was noticed by Patrick Belibi R. Emana (2018). His study was held in Francophone Cameroon and it depicted the failure of CBLT implementation. Even if this study was not focused on the oral performance, it has the same general objective with the current study that aims at checking the performance of the Competency-based language teaching. In addition, both studies are done in francophone countries.

Another study, conducted in Cameroon by Carlous Mulu Nkwetisama (2012) can suit with the present study. This research finds the existence of a “wall” between classroom and the society. In fact, as noted in the classroom observation, the students of 3ème of CMG have difficulties to talk about their holidays because the vocabulary word that they learned was not suitable to the place where they spent their holidays. The “wall” represents the gaps between what they have to do in real life and what they learn at school. CBA being a socio-constructive approach cannot turn it back on the realities of the learners’ environment. Even if the English language is not spoken in their community, they need to question their environment with what they learn in the classroom. Otherwise, they will treat the language as a mere school subject that they learn to have grade (P. Belibi, 2018). It is as if they are learning strange (odd) things in a strange (foreign) language.

5.2.Suggestions

Up to this point, it is clear that some principles of the competency-based language teaching are not effective in the English curriculum. For that, as this approach is necessary for the oral performance of the learners, it is important to consider the way it is applied in the English curriculum. Therefore, it will be interesting to trust in teacher and allow them to follow the different steps outlined by K. S. Weddel (2006) as it is the case in the curriculum of Physical Education and Sport (PES).

First, teaching must be focused on competencies instead of skills or topics like in the pedagogy-based approach. Competencies development is the best way to interest the learners to the English language. Indeed, competencies focus more on specific life skills. In CBLT, a competency can be understood as the final task specified at the end of a learning module. Students learn to use the language in authentic situations likely to be encountered outside the classroom. For instance, a student has to fill out an application form, provides a personal medical history, or gives directions on how to complete a specific task. Competencies are not activities conducted for grading a student. They are conducted only to allow a student to better perform a given task.

Competency is the practical applications of language in context. Well-designed competency includes several components. First, it describes the specific knowledge and skills that can be applied to complex situations. The knowledge and skills must be applicable outside the classroom because knowledge must be useful for the student's whole lifetime. For example, the ability to understand emergency instructions is important outside the classroom and that knowledge will be useful for years in the future. Next, each competency must have clear performance criteria that allow students to know where they are and what they need to work on to improve. Each task requires specific rubric identifying specific weaknesses and strengths.

Secondly, it will be useful, for heterogeneous classes, to favour the individualisation of the learning. The individualisation is when the pace of learning is adjusted to meet the needs of each student. The emphasis becomes the mastery of the content. With individualisation, each student shares the same overall learning goals, but individual students are able to progress through learning objectives at different speeds. For example, some students may take a little longer on topics they have not quite grasped, but can move quickly when they have demonstrated mastery.

To operationalize individualisation requires identifying clear learning outcomes and tracking students' mastery with these objectives. It will come to follows the steps outlined by K. S. Weddel (2006):

- An assessment of the learners' needs;
- The selection of the competencies;
- The target instruction;
- An evaluation of the competency attainment.

In addition, the individualisation has many benefices. Students go through the same learning experience, but learn at their own pace. The emphasis shifts from seat time, to mastery. Each student engages in a crucial element of personalised learning. Students become comfortable and self-motivated as they achieve their learning goals. In today's environment, growing classroom sizes make it difficult to individualise learning for each student. Therefore, this will require reducing the amount of students per classroom as suggested by M. Marcellino (2005). As well, to provide one-on-one instruction, individualisation requires the use of technology by teachers and learners. Thus, teachers will constantly monitor how students are performing and meeting the targeted educational objectives. Although the teacher is always the driving force in the classroom and can never be replaced, technology can assist teachers in the arduous task of collecting student mastery data.

Thirdly, the social constructivism theory as labelled by L. Vygotsky (1978) requires the interaction between the individuals and the society or the socio-cultural group to construct knowledge. CBLT being a social constructivist approach cannot turn it back to the immediate environment of the learner. The current environment of the learner needs to be integrated in the learning process to enable them to question they environment in order to negotiate the learning. For example, in the English programme of 5ème, the lesson 3 of the unit 2 "Tchonron Soup" is one of the most appreciated lesson by the students. This lesson deals with a local soup that they know very well. Unfortunately, the programme is made of a lot of unfamiliar thing.

Moreover, it is necessary to teach language skills (listening – speaking, reading – writing) in context, not separately, as it is planned in the curriculum. The skills are interrelated. A competency can require more than one skill. For instance, to make a telephone call requires the four skills read numbers – dial numbers, listen and speak to the co-speaker. Therefore, it is necessary to teach them in context so that learners will know how to use them properly.

Finally, the program needs to be carefully design to make the execution easy. To prevent the loss of some competencies (if competency-based language teaching is effective) or some skills as it is the case with reading and listening. In addition, allowed teacher to start by the competency the learners need the most.

5.3.Limitations of the study

For future investigations, a number of limitations to this study need to be acknowledged; namely the scale, the environment and the personal view of the researcher.

First, given that the current research is a case study, only the students of 3ème of the College Moderne of Guiembé are targeted. Therefore, the sample is too small to be generalised. For future study, the investigation can be extended to others secondary school like Lycée Moderne of Dikodougou or Collège Moderne of Tioro to have better insight of the problem.

Then, as the Competency-Based Language Teaching is grounded on social-constructivism, the environment of the learners is very important in the study. The environment has an impact on the learners and the learning process. It can contribute to lower their level. Therefore, this study needs to be extended to some school located in others social environment different from Guiembé. These additional studies can be confronted to the present study in order to minimise the bias.

Finally, the researcher is a teacher in the targeted school. It can be an advantage to the study. In some extent, he knows very well the target. Therefore, he can use the finding to ameliorate the level of the target learners. On the contrary, the proximity with the target can be a disadvantage to the study. He is likely to influence the results with his personal and non-scientific view. For future investigation, it is better to investigate in a school where he cannot influence with his personal view.

CONCLUSION

The aim of this work is to test the hypothesis that Competency-based approach has an impact on the oral performance of the students of 3^{ème} at Collège Moderne of Guiembé. The central question that the investigator tries to answer through this work is the following: to what extent can competency-based language teaching help to develop the students' speaking skills at Collège Moderne of Guiembé? The investigation that permits to enlighten this hypothesis is grounded on the theoretical framework of constructivism from which is rooted Competency-based approach especially the social constructivism of the Russian Lev Vygotsky (1978).

To gather data concerning the oral performance of the learners, a questionnaire was conducted and the data of the questionnaire was confronted to classroom observations conducted during some communicative activities classes to see how students manage with English language. Then, documents such as the curriculum was analysed to check the effectivity of the competency-based approach. The data were gathered by conducting a questionnaire delivered to fifty-three students (53), by observing a class of 3^{ème} during some session 3 classes to see the efficiency of the students, and then this observation was followed by the analysis of the English language teaching Curriculum. It come out from the data that the students' oral performance was not good. They have difficulties to choose words, to organise their ideas and to explain what they feel. Also, it is difficult for them to understand the instructions, to initiate and to maintain conversations.

These weaknesses are not the fact of the application of the Competency-based language teaching. The analysis of the curriculum allows to know that some principles of the competency-based approach are not effective in the curriculum. This ineffectiveness can be shown through the non-respect of the structure of CBLT. The courses are structured in units like in the Objective based approach. In addition, the language skills supposed to be taught according to the life skills are taught separately.

Moreover, the way of designing the programme leads teachers to conduct the classes in a rush. Therefore, the personal needs and worries of the learners are not taken into account. Likewise, the programme is designed without taking into account the breaks and holidays. Consequently, some language skills such as reading and listening are not taught to students.

To overcome these difficulties, some suggestions were made. The first suggestion is the effectiveness of all the principles of the competency-based approach that are not effective in the English curriculum. This approach is necessary for the oral performance of the learners. Then, trust in teachers and allow them to follow the different steps outlined by K. S. Weddel (2006) as it is the case in the curriculum of Physical Education and Sport (PES) and reduce the amount of students per classroom to favour the individualisation of the learning.

Furthermore, focus teaching on competencies instead of skills or topics to facilitate the socialisation of the learning by favouring the interaction between the individuals and the society or the socio cultural group. Besides, it is necessary to teach language skills (listening – speaking, reading – writing) in context. Lastly, design carefully the programme to prevent the loss of some competencies.

Finally, for future investigations, a number of limitation to this study were acknowledged, the study is focused only on the students of C.M.G. The possibility to extend the study to other schools like Lycée Moderne of Dikodougou or Collège Moderne of Tioro to have better insight of the problem. It can also be extended to some school located in regions where the culture are different from the culture of the region of Korhogo.

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Appendices

Appendix A: questionnaire in English

QUESTIONNAIRE

In the frame of my research on the impact of CBA on the performance of 3^e students to speak English, here is a list of possible reasons that may prevent you from expressing yourself in English. Annotate them according to their exactness.

Section 1: PERSONAL INFORMATION

Gender: <input type="checkbox"/> Feminine <input type="checkbox"/> Male	Age <input type="checkbox"/> 13-16 <input type="checkbox"/> 17-19 <input type="checkbox"/> 19 +	English learning experience <input type="checkbox"/> 4years <input type="checkbox"/> 4 +
--	---	---

Section 2: ORAL PERFORMANCE

A- Speaking competence

1- I can organize my ideas to express myself orally in English.

☐ I can ☐ a little ☐ difficult ☐ I cannot

2- it's hard to find the words I need

☐ very difficult ☐ a little difficult ☐ a little easy ☐ easy

3- I can use simple vocabulary to express myself orally in English

☐ I can ☐ a little ☐ difficult ☐ I cannot

4- I can't say what I'm thinking

☐ I do not manage ☐ difficult ☐ a little ☐ I can

5- I have already participated in speaking courses

☐ yes ☐ no ☐ I do not know ☐ anymore

If yes, specify the class

☐ 6th ☐ 5th ☐ 4th ☐ 3rd ☐ other
 (specify):.....

B- Understanding spoken language

1- I can't remember what I'm hearing

"I do not manage at all" I do not succeed "a little" I remember

2- I don't understand the oral instructions in English

☐ I do not understand ☐ with difficulty ☐ a little ☐ I understand

3- I cannot quite get the words when someone is speaking.

I do difficult a little ☐ I can

4- I have already participated in "listening" courses

☐ yes ☐ no ☐ I do not know anymore

if yes, specify the class

☐ 6th ☐ 5th ☐ 4th ☐ 3rd ☐ other (specify):

C- Conversation skills

1- I understand the questions I am asked, but I cannot answer orally

I don't understand at all I do not understand a little I understand

2- I cannot talk to someone in English

I cannot I have never tried ☐ I can do it ☐ I can

3- I cannot start an oral chat in English

I do not get it difficult a little ☐ I can

4- I have already had a conversation in class

☐ very often ☐ rarely never ☐ no idea

if yes, specify the class

☐ 6th ☐ 5th ☐ 4th ☐ 3rd ☐ other (specify):

.....

Section 3: CURRICULUM

1- Do you speak English outside of class?

☐ Yes ☐ No

2- Do the situations learned in class correspond to the situations you experience in real life?

☐ Yes ☐ No

3- Are the elements learned in class found in your living environment?

☐ Yes ☐ No

4- Have you completed the program in previous classes

☐ Yes ☐ No

Specify the class

☐ 6th ☐ 5th ☐ 4th ☐ 3rd (doubling)

Other difficulties

.....
.....
.....
.....
.....

Thanks for participating!!!

Appendix B: questionnaire in french

Questionnaire

Dans le cadre de mes recherches sur l'impact de l'APC sur la performance des élèves de 3^{ème} à l'oral de anglais, Voici une liste de raisons probable pouvant vous empêchez de vous exprimer en anglais. Annoter les raisons en fonction de leurs exactitudes.

Section 1 : INFORMATION PERSONNELLE

Genre : <input type="checkbox"/> Féminin <input type="checkbox"/> Masculin	Age <input type="checkbox"/> 13-16 <input type="checkbox"/> 17-19 <input type="checkbox"/> 19+	Nombre d'année d'apprentissage de l'anglais <input type="checkbox"/> 4ans <input type="checkbox"/> 4+
---	--	--

Section 2 : PERFORMANCE A L'ORAL

A- Speaking competence

1- Je peux organiser mes idées pour m'exprimer oralement en anglais

☐je peux ☐un peu ☐difficilement ☐je ne peux pas

2- Est-ce difficile de trouver les mots dont tu as besoin ?

☐très difficile ☐un peu difficile ☐un peu facile ☐facile

3- Je peux utiliser un vocabulaire simple pour m'exprimer oralement en anglais

☐je peux ☐un peu ☐difficilement ☐je ne peux pas

4- J'arrive à dire ce que je pense en anglais

☐je n'arrive pas ☐difficilement ☐un peu ☐je peux

5- J'ai déjà participé à des cours de « speaking »

☐oui ☐non ☐aucune idée

Si oui préciser la classe

☐6ème ☐5ème ☐4ème ☐3ème ☐autre

(précisez) :

B- Understanding spoken language

1- J'arrive à retenir ce que j'entend

☐ Je n'arrive pas du tout ☐ je n'arrive pas ☐ un peu ☐ je retiens

2- Je comprends les instructions orales en anglais ?

☐ je ne comprends pas ☐ difficilement ☐ un peu ☐ je comprends

3- J'arrive à cerner les mots quand quelqu'un parle

☐ je n'arrive ☐ difficilement ☐ un peu ☐ je peux

4- J'ai déjà participé des cours de « listening »

☐ oui ☐ non ☐ aucune idée

si oui préciser la classe

☐ 6ème ☐ 5ème ☐ 4ème ☐ 3ème ☐ autre

(précisez) :

C- Conversation competences

1- Je comprends les questions qu'on me pose oralement

☐ je ne comprends pas du tout ☐ je ne comprends pas ☐ un peu
☐ je comprends

2- J'arrive à échanger avec quelqu'un en anglais

☐ je n'arrive pas ☐ je n'ai jamais essayé ☐ je me débrouille ☐ je peux

3- J'arrive à entamer une causerie oralement en anglais

☐ je n'arrive pas ☐ difficilement ☐ un peu ☐ je peux

4- J'ai déjà eu un entretien en classe ?

☐ très souvent ☐ rarement ☐ jamais ☐ aucune idée

si oui préciser la classe

☐ 6ème ☐ 5ème ☐ 4ème ☐ 3ème ☐ autre

(précisez) :

Section 3 : ENGLISH TEACHING PROGRAM

1- Parles-tu l'anglais en dehors de la classe ?

☐oui ☐non

2- Les situations apprises en classe correspondent-elles aux situations que tu vis dans la vie réelle ?

☐oui ☐non

3- Les éléments appris en classes se retrouvent-ils dans ton milieu de vie ?

☐oui ☐non

4- Avez-vous achevé le programme dans les classes antérieures ?

☐oui ☐non

Précise la classe

☐6^{ème} ☐5^{ème} ☐4^{ème} ☐3^{ème} (doublant)

Autres difficultés

.....

.....

.....

.....

Merci d'avoir participé !!!

Appendix C : Observation guide

CLASSROOM OBSERVATION GUIDE					
Session:	Date:				
COMPETENCES	CRITERIA				COMMENT
SPEAKING COMPETENCE	Clearly evident	Somewhat evident	Not evident	Not observed	
Organises and expresses his ideas in a way that is meaningful to others	..../57	..../57	..../57	..../57	
Uses appropriate vocabulary to explain how he/ another person feels	..../57	..../57	..../57	..../57	
Have difficulty thinking of the words he wants to say?	..../57	..../57	..../57	..../57	
Only use very simple vocabulary?	..../57	..../57	..../57	..../57	
Have difficulties explaining things? Eg do they leave out important details or give information out of sequence?	..../57	..../57	..../57	..../57	
Is their speech difficult to understand? Eg do they stammer/stutter or find it hard to say long words; do they mispronounce words frequently?	..../57	..../57	..../57	..../57	

CLASSROOM OBSERVATION GUIDE					
Session:	Date:				
COMPETENCES	CRITERIA				COMMENT
LISTENING COMPETENCE	Clearly evident	Somewhat evident	Not evident	Not observed	
Have difficulty remembering things people say?	..../57	..../57	..../57	..../57	
Have difficulty following spoken instructions or only follow part of them?/57/57/57/57	

Have difficulty understanding the meaning of words?/57/57/57/57	
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CLASSROOM OBSERVATION GUIDE					
Session:	Date:				
COMPETENCES	CRITERIA				COMMENT
CONVERSATION COMPETENCE	Clearly evident	Somewhat evident		Not evident	
Listens to another person talking	..../57	..../57		..../57	..../57
Initiates a conversation appropriately without interrupting etc	..../57	..../57		..../57	..../57
Maintains or changes a topic of conversation appropriate	..../57	..../57		..../57	..../57

Apendix D : National English teaching Program 3ème

DPFC-CND ANGLAIS- PROGRESSIONS NATIONALES – TROISIEME/2021-2022

Mois	Semaines	Thèmes	Compétences	Leçons	Séances	Volume horaire par unité
Septembre	1	LIFE AT SCHOOL (la vie à l'école)	1- Traiter des situations relatives à la communication orale au moyen d'un langage simple.	1- My first holidays in my village (Souvenirs de vacances)	1	12
					2	
					3	
	2			2- Memories of school (Souvenirs d'école)	1	
					2	
					3	
	3			3- School work (Le travail à l'école)	1	
					2	
					3	
Octobre	4		Révisions			12
			Evaluation			
			Correction de l'évaluation et remédiation			
	5	WOMEN AT WORK (la femme au travail)	2. Traiter des situations relatives à la communication orale au moyen d'un langage élaboré	1- Village women activities (La femme rurale)	1	
					2	
					3	
	6			2- What are women's rights and duties ? (Droits et devoirs de la femme)	1	
					2	
					3	
7	3- Girls at school (La jeune fille à l'école)			1		
				2		
				3		
Novembre	8		Révisions			
			Evaluation			
			Correction de l'évaluation et remédiation			
	9	TRAVEL LING (les voyages)	3-Traiter des situations relatives à l'expression écrite au moyen d'un langage simple.	1- Different means of transport (Les moyens de transport)	1	
2						
3						

	10			2- Travelling by plane (A l'aéroport)	1	12	
	11				2		
					3		
					1		
					2		
					3		
Décembre	12			Révisions			
	Evaluation						
	Correction de l'évaluation et remédiation						
	13	FASHIO N (la mode)	4. Traiter des situations relatives à l'expression écrite au moyen d'un langage élaboré.	1- Modern and traditional clothes (Vêtements modernes et vêtements traditionnels)	1	12	
	2						
	3						
	14			2- Fashion show (Défilé de mode)	1		
					2		
					3		
	15			3 – Cosmetics (Produits cosmétiques)	1		
					2		
					3		
	Janvier	16			Révisions		
		Evaluation					
		Correction de l'évaluation et remédiation					
	17	CITY OR VILLAG E (au village ou à la ville)	5. Traiter des situations relatives à l'écoute au moyen d'un langage simple.	1-In the city (A la ville)	1	12	
	2						
	3						
	18			2-Village life (Au village)	1		
					2		
					3		
	19			3-Rural exodus (L'exode rural)	1		
					2		
					3		
	Février	20			Révisions		
		Evaluation					

			Correction de l'évaluation et remédiation				
	21	HUMAN RIGHTS (les droits humains)	6. Traiter des situations relatives à l'écoute au moyen d'un langage élaboré.	1- My rights (Les droits du citoyen)	1	12	
					2		
					3		
	22				2- My duties ?(Les devoirs du citoyen)		1
							2
							3
	23				3- Tolerance (La tolérance)		1
							2
							3
Mars	24		Révisions				
			Evaluation				
			Correction de l'évaluation et remédiation				
	25	HYGIENE AND HEALTH (hygiène et santé)	7. Traiter des situations relatives à la compréhension d'un texte écrit au moyen d'un langage simple.	1- Is it an epidemic or a pandemic ? (Les maladies endémiques)	1	12	
					2		
					3		
	26				2- Promoting hygiene at school (L'hygiène à l'école)		1
							2
							3
	27				3- HIV-free Generation (Génération sans SIDA)		1
							2
							3
Avril	28		Révisions				
			Evaluation				
			Correction de l'évaluation et remédiation				
	29	Information and Communication Technologies(ICTs) (les	8. Traiter des situations de communication relatives à la compréhension écrite au moyen d'un langage élaboré.	1- The computer revolution (L'ordinateur)	1	12	
					2		
					3		
	30				2- The cellphone (Le téléphone)		1
							2
							3
	31						1

		technologies de l'information et de la communication – (TICs)		3- The magic of the Internet (L'Internet)	2	
					3	
Mai	32		Révisions			
			Evaluation			
			Correction de l'évaluation et remédiation			
TOTAL HORAIRE						94 h

PROGRESSION REAMENAGEE ANGLAIS 3^e_2020-2021

Mois	Semaines	Thèmes	Compétences	Leçons	Nbre de Séances	H/Unité			
Sep	1	UNIT 5 CITY OR VILLAGE?	Renforcement du programme de 4 ^{ème} 5. Traiter des situations relatives à l'écoute au moyen d'un langage simple.	Vocabulary input + application	1	6			
				Grammar input + application	1				
				Communication 1: Speaking (Roleplay)	1				
	2			Communication 2: Writing (Listen and Write)	1				
				Evaluation	1				
				Remédiation	1				
Oct	3	UNIT 6: HUMAN RIGHTS	Renforcement du programme de 4 ^{ème} 6. Traiter des situations relatives à l'écoute au moyen d'un langage élaboré.	Vocabulary input + application	1	6			
				Grammar input + application	1				
				Communication 1: Speaking (Roleplay)	1				
	4			Communication 2: Writing (Listen and Write)	1				
				Evaluation	1				
				Remédiation	1				
	5			UNIT 7: HYGIENE AND HEALTH	Renforcement du programme de 4 ^{ème}		Vocabulary input + application	1	
							Grammar input + application	1	

			7. Traiter des situations relatives à la compréhension d'un texte écrit au moyen d'un langage simple.	Communication 1: Speaking (Roleplay)	1	6
	6			Communication 2: Writing (Read and Write)	1	
				Evaluation	1	
				Remédiation	1	
Début du programme de 3 ^{ème}						
Nov	7	UNITE 1 SCHOOL LIFE	1- Traiter des situations relatives à la communication orale au moyen d'un langage simple.	1-My first holiday in my village / Memories of School	3	9
	8			2-School Work	3	
	9			Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
Déc	10	UNITE 2 WOMEN AT WORK	2. Traiter des situations relatives à la communication orale au moyen d'un langage élaboré.	1- Village Women	3	9
	11			2-What are women's rights and duties? / Girls at school	3	
	12			Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
Jan	13	UNITE 3 TRAVELLIN G	3-Traiter des situations relatives à l'expression écrite au moyen d'un langage simple.	1- Different Means of Transport / Travelling by plane	3	9
	14			2. Visiting the USA	3	
	15			Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
	16	UNITE 4 FASHION AFRICA	4. Traiter des situations relatives à l'expression écrite au moyen d'un langage élaboré.	1. Modern and traditional clothes / Fashion shows	3	9
Fév	17			2. Cosmetics	3	
Fév	18			Révisions		
				Evaluation		

				Correction de l'évaluation et remédiation	
	19			1. In the City / Village life	3
Mar	20			2. Rural exodus	3
	21	UNITE 5 CITY OR VILLAGE ?	5. Traiter des situations relatives à l'écoute au moyen d'un langage simple.	Révisions	
				Evaluation	
				Correction de l'évaluation et remédiation	
	22			1- My rights / My duties	3
	23			2- Tolerance	3
Avril	24	UNITE 6 HUMAN RIGHTS	6. Traiter des situations relatives à l'écoute au moyen d'un langage élaboré.	Révisions	
				Evaluation	
				Correction de l'évaluation et remédiation	
	25	UNITE 7 HYGIENE AND HEALTH		1- Is it an Epidemic or a Pandemic? / HIV-free Generation	3
	26		7. Traiter des situations relatives à la compréhension d'un texte écrit au moyen d'un langage simple.	2- Promote hygiene at school	3
Mai	27			Révisions	
				Evaluation	
				Correction de l'évaluation et remédiation	
	28			1-The computer Revolution / The Cell phone	3
	29	UNITE 8 INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)	8. Traiter des situations de communication relatives à la compréhension écrite au moyen d'un langage élaboré.	2-The magic of the Internet	3
	30			Révisions	
				Evaluation	
				Correction de l'évaluation et remédiation	
Juin	31			Révisions générales	
					3
Fév	18			Révisions	
				Evaluation	
				Correction de l'évaluation et remédiation	

	19	UNITE 5 CITY OR VILLAGE ?	5. Traiter des situations relatives à l'écoute au moyen d'un langage simple.	1. In the City / Village life	3	9
Mar s	20			2. Rural exodus	3	
	21			Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
Avril	22	UNITE 6 HUMAN RIGHTS	6. Traiter des situations relatives à l'écoute au moyen d'un langage élaboré.	1- My rights / My duties	3	9
	23			2- Tolerance	3	
				Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
Mai	25	UNITE 7 HYGIENE AND HEALTH	7. Traiter des situations relatives à la compréhension d'un texte écrit au moyen d'un langage simple.	1- Is it an Epidemic or a Pandemic? / HIV-free Generation	3	9
	26			2- Promote hygiene at school	3	
				Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
Juin	28	UNITE 8 INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)	8. Traiter des situations de communication relatives à la compréhension écrite au moyen d'un langage élaboré.	1-The computer Revolution / The Cell phone	3	9
	29			2-The magic of the Internet	3	
	30			Révisions		
				Evaluation		
				Correction de l'évaluation et remédiation		
Juin	31		Révisions générales			3

ABSTRACT

The aim of this work is to investigate the impact of the Competency-based approach on the oral performance of the students of 3^{ème} at Collège Moderne de Guiembé. It precisely searches for discovering firstly, the oral performance of the students of 3^{ème}. Secondly, the operationalisation of the competency-based language teaching, and finally, deduces its effects on the students of 3^{ème} of the CMG. To gather the data a questionnaire was distributed to fifty-three students and the students of the same classroom were observed during some communicative activities. The data are analysed quantitatively using percentages. Then, the English language teaching Curriculum was analysed. The results reveal that the students' oral performance is weak. The analysis of the curriculum shows that not all the principles of the competency-based approach are operationalised in the curriculum.

Key words: *classroom observation - Competency-based approach– Curriculum – operationalisation – oral performance*

RESUMÉ

Le but de ce travail est d'enquêter sur l'impact de l'Approche par compétence sur la performance orale des élèves de 3^{ème} au Collège Moderne de Guiembé. Plus précisément, cette étude cherche dans un premier temps à enquêter sur la performance des élèves, du C.M.G, à l'orale de l'anglais. Dans un second temps, l'effectivité de l'enseignement de la langue anglaise par compétences, et enfin, en déduire les effets sur les élèves de 3^{ème} du CMG. Pour recueillir des données, un questionnaire a été administré à cinquante-trois élèves d'une même classe. Les mêmes élèves ont été observées au cours de certaines activités de communication. Ces données ont été analysées quantitativement à l'aide de pourcentages. Ensuite, le programme d'enseignement de la langue anglaise a été analysé. Les résultats ont révélé que les performances orales des élèves sont faibles. L'analyse du curriculum nous a permis de savoir que tous les principes l'approche par compétences n'était pas effective dans le curriculum

Mots clés : *curriculum – effectivité - enseignement des langues basé sur les compétences- observation en classe - performance orale*